DOCUMENT RESUME

ED 331 925 UD 028 026

TITLE	Comprehensive Planning for School Improvement.
INSTITUTION	Chicago Public Schools, Ill.
PUB DATE	Feb 91
NOTE	89p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Administrator Guides; Compensatory Education; Educational Change; *Educational Finance; *Educational Improvement; Educational Legislation; *Educational Objectives; *Educational Planning; Elementary Secondary Education; *Program Implementation; Urban Schools
IDENTIFIERS	*Chicago Public Schools IL; Education Consolidation Improvement Act Chapter 1

ABSTRACT

The Chicago (Illinois) School Reform Act of 1988 (Public Act 85-1418) requires each attendance center in the Chicago Public Schools system to prepare a three-year School Improvement Plan. This guide was prepared to help schools coordinate various plans and to link improvement planning with budgeting. The guide includes four principal sections. The first section, "Planning for School Improvement," outlines 12 main steps in the planning process and presents a calendar of key events to help map a planning timeline. The second section, "Mandated School Plans," presents information on the following: (1) the Chicago school improvement plan, including a listing of 20 goals pertaining to student performance, educational programs, staff, and parents and community; (2) the Illinois state Chapter 1 plan; (3) the Federal Chapter 1 plan; (4) the Project CANAL (Creating a New Approach to Learning) plan; and (5) the school plan for learning objectives. The third section, "Expenditure Plan," provides a description of the financial plan and budgeting process. The fourth section, "Suggested Plan Format," presents a sample ledger designed to help incorporate legislative requirements in school improvement planning. Appendixes include a suggested needs assessment, a sample parent/community survey, annual targets for student performance objectives, and potential school improvement strategies. A 26-item bibliography is included. (AF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

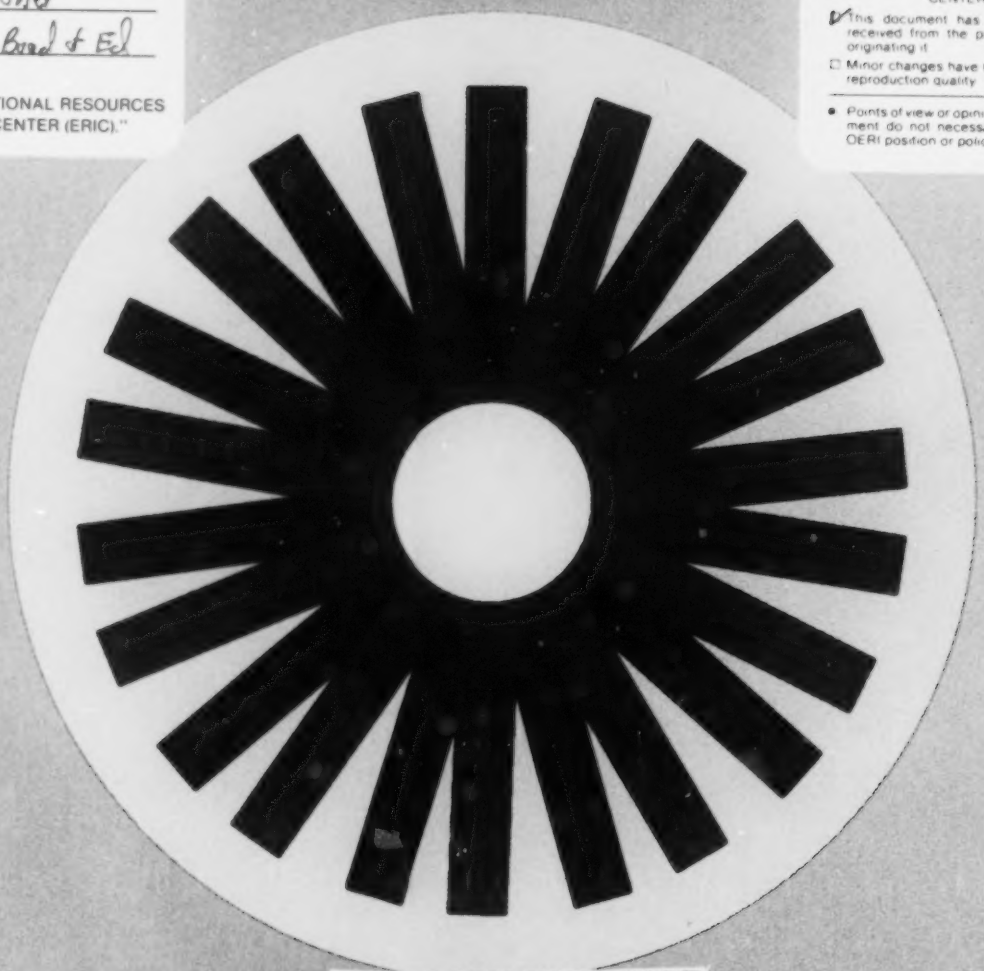
ED331925

CHICAGO PUBLIC SCHOOLS

COMPREHENSIVE PLANNING FOR

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
F. Schuster
Chicago Board of Ed
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.



BEST COPY AVAILABLE

SCHOOL IMPROVEMENT

Department of Research, Evaluation, and Planning

UD 028 026

A SUGGESTED GUIDE

Comprehensive Planning for School Improvement

Prepared by

Department of Research, Evaluation and Planning

February 1991

Ted D. Kimbrough
General Superintendent of Schools

CPS CHICAGO PUBLIC SCHOOLS

BOARD OF EDUCATION
CITY OF CHICAGO

Clinton Bristow, Jr., *President*
Pamela A. Lenane, *Vice President*

Grady Bailey, Jr.
Stephen R. Ballis
Saundra Bishop
Florence B. Cox
Juan S. Cruz
Patricia A. Daley
The Rev. Darryl F. James
Rev. Nathaniel Jarrett
Albert N. Logan
Bertha G. Magaña
Anna Mustafa
Ashish Sen
María J. Vargas

It is the policy of the Board of Education of the City of Chicago not to discriminate on the basis of race, color, creed, national origin, religion, age, handicap unrelated to ability, or sex, in its educational program or employment policies or practices.

Inquiries concerning the application of Title IX of the Education Amendments of 1972 and the regulations promulgated thereunder concerning sex discrimination should be referred to the Title IX Coordinator, Board of Education of the City of Chicago, 1819 West Pershing Road, Chicago, Illinois 60609.

COPIES OF THIS DOCUMENT ARE AVAILABLE FROM:

The Chicago Public Schools
The Department of Research, Evaluation and Planning
1819 West Pershing Road 4W(n)
Chicago, Illinois 60609
312-535-8080

Contents

ACKNOWLEDGMENTS iv
INTRODUCTION 1
PLANNING FOR SCHOOL IMPROVEMENT. 2
Planning Process 2
Calendar of Key Events 7
MANDATED SCHOOL PLANS. 8
School Improvement Plan 8
Goals for the School Improvement Plan 10
State Chapter 1 Plan 12
Federal Chapter 1 Plan 14
Project CANAL Plan 16
School Plan for Learning Objectives 18
EXPENDITURE PLAN 20
Overview 20
School-Based Budget 21
Planning and Budgeting 23
SUGGESTED PLAN FORMAT 26
APPENDIX 48
Suggested Needs Assessment 48
Sample Parent/Community Survey 59
Annual Targets for Student Performance Objectives 63
Potential School Improvement Strategies 71
BIBLIOGRAPHY 79
EVALUATION FORM 83

Acknowledgments

This guide is intended to help principals and local school council members with the development of school improvement plans. The people listed here helped to develop it. Their assistance is gratefully acknowledged.

Communications
Catherine Lange

Equal Educational Opportunity
Phyllis Aron
Phedonia Johnson

Facilities
Ashraf Manji

Financial Planning and Budgeting
Carmelita Berry
Dana Bryant
Lutaf Dhanidina
Buzz Sawyer
Gail Williams

Grants and Technical Assistance
Khazan Agrawal
Preston Bryant
Anna Correa
Frank Perry

Hefferan Elementary School
Patricia Harvey, Principal

Juarez High School Local School Council
Myra Bravo

McCormick Branch School
Rosa Ramirez, Principal

O'Toole Elementary School Local School Council and PPAC
Carolyn Harris

Reform Implementation
Yolanda Wallace

Research, Evaluation and Planning
Maxey Bacchus
Wayne Fredrick
Lynnette Fu
Arie van der Ploeg
Viola Thomas

Sayre Language Academy Local School Council
Susan Klonsky

School Service Center 9
Richard Stephenson, Superintendent

Introduction

The school improvement planning process creates a roadmap you can use to bring your school from *where it is* to *where you want it to be.* As with any important trip, this travel needs to be carefully planned. This planning process is guided by the School Reform Act of 1988 (Public Act 85-1418), which requires each Local School Council to approve a three-year School Improvement Plan and its annual update.

The planning process required for the first year of reform burdened Local School Councils with layers of paperwork. While the many different plans you wrote share the common goal of improving education, they had somewhat different requirements and time lines. That led to a year of planning that was often fragmented and resulted in duplicated efforts. Planning and budgeting, two key projects that must support each other to be successful, were often undertaken as two separate exercises.

This year, we hope to build on that experience and suggest a planning process that is simpler and more productive. This guide was designed to help you coordinate various school improvement plans, linking school improvement planning with budgeting. We will explain how various subplans required of the schools can be incorporated under the umbrella School Improvement Plan and how to carry out planning in a cohesive effort, minimizing the burden on your Council.

Look for these key points to guide your planning process:

- Page 2: an outline of a comprehensive school improvement planning process, incorporating budgeting as an integral part of planning;
- Page 7: a calendar of key events to help map a planning time line;
- Page 8: a brief description of the plans schools prepare during the school year;
- Page 20: a brief description of the financial plan and budgeting process;
- Page 26: a suggested format for the School Improvement Plan; and
- Page 48: selected resources to facilitate planning.

You'll note that the planning process may seem to become easier with each year. If your existing three-year plan was well-developed, and there is continued agreement on your strategies, you may need only to elaborate on Year 2 of the existing plan to make it Year 1 of the new plan. You can then drop Year 1 of the old plan, and add a new Year 3 plan to continue progress toward your goals. Of course, if the existing plan does not reflect current thinking, you may wish to rewrite the entire plan.

Properly developed, your School Improvement Plan will guide you toward our common goal of creating a quality educational program for all students. If you have questions about the process or requirements outlined in this guide, please contact the Department of Research, Evaluation and Planning (535-8080). For further assistance, contact the Office for Reform Implementation (535-7725), which offers an External Resource Directory to help you find further sources of support.

Planning for School Improvement

PLANNING PROCESS

Planning for school improvement is a process of deciding in advance what to do, how to do it, and when to do it. It is a process by which schools ask and attempt to answer the following types of questions:

- Where are we as a school?
- Where do we want to be? By when?
- What are some realistic ways of getting there?
- Which way do we prefer? Why?
- What is it going to cost?
- How are we going to pay for it?

Once the plan is underway, the following additional questions need to be raised:

- How far have we come?
- Are we still on course? If not, why not?
- What changes are required?

The main steps in the planning process are presented here in a systematic, logical sequence. In practice, some of the steps might be taken at the same time.

STEPS IN THE PLANNING PROCESS:

1. ORGANIZE FOR PLANNING
2. ASSESS SCHOOL NEEDS
3. GATHER PLANNING INFORMATION
4. DEVELOP VISION FOR THE SCHOOL
5. SET GOALS
6. DETERMINE PRIORITIES
7. SPECIFY OBJECTIVES
8. IDENTIFY STRATEGIES
9. PREPARE EXPENDITURE PLAN
10. IMPLEMENT ANNUAL PLAN
11. MONITOR IMPLEMENTATION
12. ASSESS PROGRESS

1. ORGANIZE FOR PLANNING

In this initial step, it is important to ensure that all groups affected by the school plan are represented on the planning team. The main elements include the following:

- Establish planning team and subcommittees
- Designate a facilitator to help coordinate planning
- Identify roles and responsibilities, e.g., *working* or *advisory*
- Review planning process, modify if necessary
- Develop time line or work schedule for planning

2. ASSESS SCHOOL NEEDS

School needs can be assessed by comparing *what is* to *what ought to be* for the following categories of school information. The appendix, beginning on page 48, provides a more detailed guide to this process.

Student performance
- achievement
- attendance
- graduation, retention, dropout rates

Student characteristics
- enrollment trend
- racial/ethnic composition
- special needs

Educational program
- curriculum
- instruction

Staff
- number
- quality, experience

Support services
- facilities
- food services
- transportation

School climate
- safety
- security
- discipline

Parents and community
- participation, involvement
- community services
- satisfaction level

Funds
- regular funds
- special funds
- supplementary funds

School policies and practices
- grouping
- grading
- promotion
- homework
- discipline
- equal opportunity

3. GATHER PLANNING INFORMATION

In this step, the main emphasis is on understanding what the planning requirements are and the flexibility and opportunities offered by various subplans. The key elements are the following:

Assessment of previous School Improvement Plan

- Strategies that worked
- Strategies that did not work
- Work that can be built upon

Review of mandated planning requirements

- School Improvement Plan
- Other subplans such as state Chapter 1 and federal Chapter 1
- Limitations of various plans
- Flexibility and opportunities offered by various plans

Consideration of systemwide issues

- Systemwide plan
- Board's reform agenda

4. DEVELOP VISION FOR THE SCHOOL

This is the step in which the planning team can dream. The emphasis is on how the school should be, ideally. The vision statement captures the essence of what parents, staff, community, and students want the school to be. It entails an assessment of the following:

- Current situation
- Social trends
- Future outlook
- Community expectations and preferences

5. SET GOALS

A goal is defined as a general statement of a long-range aim. Goals are generally not limited to a particular time period and normally avoid specific quantitative targets. In order to set goals, it is necessary to:

- Review legislatively mandated goals
- Review systemwide goals
- Solicit input from staff and community
- Take into account information gathered
- Correlate goals of different subplans with the School Improvement Plan
- State applicable goals

Public Act 85-1418 requires schools to address 20 goals. The Local School Councils and the Board of Education may add others. Numbering for additional goals should start at 21.

6. DETERMINE PRIORITIES

This step helps to direct limited resources to the best effect. A variety of criteria can be used to set priorities, including these:

- **Impact audience:** How many students are affected? how directly?
- **Criticality:** Does the problem demand immediate solution?
- **Interrelatedness:** If this need is satisfied, will it satisfy other needs as well?
- **Consequences:** What are the consequences if this need is ignored?
- **Sequence:** Should this need be satisfied earlier so that others can be addressed?
- **Community support:** What is the level of community support?
- **Cost-effectiveness:** What is the cost in relation to the benefits?

Schools may choose to address a limited number of goals. It is necessary, however, within your School Improvement Plan to list all the mandated goals using the goal numbers used in this guide. (Please see page 10 for a list of the 20 mandated goals.) The goals which the planning team decides not to address can be so indicated.

7. SPECIFY OBJECTIVES

An objective sets a definite target which can be measured and can be attained by a specific date. The objectives answer the questions: *What? How much? By when?*

A goal will have one or more objectives under it. Each objective is numbered so as to show its relationship to the goal. For example, objective 3.2 is the second objective for goal number 3.

8. IDENTIFY STRATEGIES

Strategies deal with the question *How?* In selecting strategies, it is often necessary to make certain assumptions. The key elements of this step are the following:

- Identification of relevant alternative strategies
- Estimation of resource requirements, costs
- Identification of constraints
- Assessment of effectiveness based on past experience and research
- Ordering of strategies according to priority and feasibility
- Specification of assumptions, if necessary
- Description of specific activities, time lines, costs, and responsibilities for selected strategies

9. PREPARE EXPENDITURE PLAN

This is the final step in the process of planning. It ties the various planning initiatives together and thus reflects the priorities of the School Improvement Plan. The key elements outlined below are further described beginning on page 20.

Allocation of funds

- Regular Board Funds
- *Other Funds:*
  Bilingual
  Special Education
  Gifted
  Staff Development
- *Supplementary Funds:*
  State Chapter 1
  Federal Chapter 1
  Desegregation
  Grants/Gifts

Expenditure planning

- Regular program
- *Mandated programs:*
  Bilingual
  Special Education
- Supplementary programs

Contingency planning

- Funds exceed estimates
- Funds are less than estimates

10. IMPLEMENT ANNUAL PLAN

This step starts with the beginning of the new school year. Clear assignment of responsibilities and regular follow-up are the keys to successful implementation. The principal is responsible for implementing the plan. The main elements include the following:

- Determination of work plan
- Assignment of responsibilities
- Initiation of activities
- Follow up and corrective actions, as necessary

11. MONITOR IMPLEMENTATION

The more clearly the plan is written, particularly in stating activities, timelines, and responsibilities, the easier it will be to monitor implementation. The act charges the Local School Council and the district superintendent with the monitoring responsibility.

The main element of monitoring is the comparison of *actual* and *planned* timelines. When monitoring is made a regular item on the agenda of each council meeting, this step becomes an effective, ongoing process.

12. ASSESS PROGRESS

The main elements of this step include the following:

- Comparison of *actual* and *planned* outcomes
- Comparison of indicators of accomplishment to baseline data
- Preparation of progress reports

Public Act 85-1418 requires schools to organize at least two public meetings (possibly one in February and another in June) to discuss the progress of the School Improvement Plan.

The completion of this final step leads to the initiation of the subsequent year's planning cycle.

12

CALENDAR OF KEY EVENTS

SEPTEMBER

Initiate implementation and monitoring of current year School Improvement Plan.

OCTOBER

Submit the School Plan for Learning Objectives.

JANUARY

Review midyear progress of the current plan. Initiate development of next year's plan.

FEBRUARY

Conduct first open meeting for public information and input.

MARCH

Receive next year's fund allocations. Develop revised draft of next year's plan including expenditure plan.

APRIL

Seek Local School Council approval of the School Improvement Plan.

MAY 1

Forward Local School Council approved plan to the district superintendent.

JUNE

Conduct second open meeting to review progress of current year plan and to discuss next year's plan.

JULY

Assess progress of current year School Improvement Plan.

AUGUST

Prepare annual accomplishment report.

Mandated School Plans

SCHOOL IMPROVEMENT PLAN

Background

The School Reform Act of 1988, Public Act 85-1418, brought about a fundamental reversal of power in the school system and set high expectations for the education of children. To ensure that the goals contained in the legislation are met in the allotted time, the act requires each attendance center to prepare a three-year School Improvement Plan and requires the system to prepare a systemwide plan. The systemwide plan is to reflect the cumulative effect of individual School Improvement Plans.

Legislation

The planning requirements are outlined in sections 34-2.4, 34-1.02 and 34-1.01 of Public Act 85-1418 and Regulation 80-6-1 of the School Finance Authority, the body designated by the legislation to oversee the implementation of the systemwide plan.

Applicability

The act requires all schools with elected local school councils to prepare School Improvement Plans.

Funding

There is no funding specifically tied to this plan. However, because the School Improvement Plan is the all-encompassing plan for the school, all school funds relate to it.

Mandated goals

The act requires the School Improvement Plan to address 20 goals itemized in the legislation (see page 10) and any others added by the Board of Education and the Local School Council. If necessary, schools can set priorities and choose to address only some of the goals during any given year.

Other requirements

For each goal, the act requires that the plan provide analysis of strengths and weaknesses; specific objectives, activities, and time lines; and baseline data and indicators of achievement.

In addition to the goals, the act requires that the plan address certain topics itemized in the legislation including equal educational opportunity, educational program, and working conditions for teachers. It also requires that the plan describe how implementation will be monitored.

The act also requires that the Local School Council convene at least two well-publicized meetings every year with its entire community to discuss the School Improvement Plan, the expenditure plan, the annual progress report, and provide an opportunity for public comment.

Plan development, approval, and monitoring

The act requires that the plan be developed by the principal in consultation with the Local School Council, all categories of school staff, parents, and community residents. It is to be approved by the Local School Council and monitored by the Local School Council and the district superintendent.

Time Line

The School Improvement Plan is a three-year plan that is updated annually. Each year, the year completed is dropped, and a new third year is added.

It is prepared and submitted to the district superintendent by May 1. Implementation begins the following September.

Suggestions for incorporating other plans

With 20 wide-ranging goals and other mandated requirements, the School Improvement Plan has a very wide scope. To the extent possible, effort should be made to incorporate the requirements of subplans into the requirements of the School Improvement Plan. Where this is not possible, the specific requirements of subplans should be prepared separately and appended to the School Improvement Plan. Information about the various subplans begins on page 12.)

Benefits and consequences

The School Improvement Plan is the blueprint for the improvement of the school and the education of its students. If developed as a comprehensive plan, it can also help to unify your efforts in developing the various subplans. As the umbrella plan, the School Improvement Plan ties together various planning initiatives of the school, eliminates duplicated efforts, and brings about changes in a systematic and efficient manner.

If a proper School Improvement Plan is not developed or if compliance with the plan is inadequate, the district superintendent, with the approval of the district council, can recommend remediation or probation. If noncompliance persists, the Board of Education can impose sanctions.

Submission of plan

Two copies of the School Improvement Plan are submitted to the district superintendent who, in turn, provides the Central Service Center with a complete set of plans for all schools in the district.

Contact person

For clarification of mandated requirements and suggestions for preparing the plan, please call Lynnette Fu (Research, Evaluation and Planning), 535-8080.

GOALS FOR THE SCHOOL IMPROVEMENT PLAN

STUDENT PERFORMANCE

GOAL 1.

Students achieve proficiency in reading, writing, mathematics, science, and higher-order thinking so that their averages equal or surpass national norms.

By the conclusion of the 1993–94 school year, at least 50 percent of all students—regardless of race, ethnicity, gender or income status—in each attendance center within the district score at or above the national norm on a standardized test.

GOAL 2.

Students attend school regularly.

The average daily student attendance rate within the district in each of the 1989–90, 1990–91, 1991–92, 1992–93, and 1993–94 school years exceeds by at least one percent the average daily student attendance rate within the district for the immediately preceding school year.

GOAL 3.

Students graduate from high school at such rates that the district average equals or surpasses the national norm. (High schools only.)

The percentage of entering freshmen who four years later graduate from 12th grade from each high school attendance center within the district in each of the 1989–90, 1990–91, 1991–92, 1992–93, and 1993–94 school years exceeds by at least five percent the percentage of similar students graduating from that high school attendance center in the immediately preceding school year.

GOAL 4.

Percentage of students within the district failing and not advancing to the next higher grade or graduating, by the conclusion of the 1993–94 school year, is at least 10 percent less than the percentage of students within the district failing and not advancing to the next higher grade or graduating at the conclusion of the 1987-88 school year.

EDUCATIONAL PROGRAM

GOAL 5.

Students are, to the maximum extent possible, provided with a common learning experience that is of high academic quality and that reflects high expectations for all students' capacities to learn.

GOAL 6.

Education services are, to the extent possible, provided for all eligible four-year-old children, using available categorical funds.

GOAL 7.

Class size is reduced to as near the state average as possible, with priority on kindergarten through third grade, considering other school needs as determined by the local school council.

GOAL 8.

Students are provided adequate athletic programs that encourage pride and positive identification with the attendance center and that reduce the number of dropouts and teenage delinquents.

GOAL 9.

Students are adequately prepared for and aided in making a successful transition to employment.

GOAL 10.

Students are adequately prepared for and aided in making a successful transition to further education and life experiences.

GOAL 11.

Students are better prepared to compete in the international market place by having foreign language proficiency and stronger international studies.

GOAL 12.

Student awareness of, interest in, and exposure to fields such as journalism, drama, art, music, dance, and visual arts are increased in such a manner that creative expression and response to the artistic expression of others are fostered.

GOAL 13.

Sufficient staff and facility resources will be provided for students with special needs—including students eligible for federal Chapter 1, state Chapter 1, bilingual education, and special education, as well as students with special needs that are not served in the regular classroom.

GOAL 14.

High school students are offered all courses necessary to comply with the State Board of Higher Education's college entrance criteria effective in 1993, and the percentage of students taking and successfully completing such courses increases. (High schools only.)

GOAL 15.

Student-counselor ratio of 250 to 1 is established in the high schools and at least one counselor is placed in every elementary school.

STAFF

GOAL 16.

All school staff and volunteers are provided an appropriate staff development program that is tied to the priority goals, objectives, and activities specified in the plan.

GOAL 17.

Individual teachers are granted the professional authority to make decisions about instruction and the method of teaching.

PARENTS AND COMMUNITY

GOAL 18.

Parental involvement in the education of their children is increased.

GOAL 19.

Parents are provided training as to how they can assist children at home in preparing them to learn effectively.

GOAL 20.

Participation and support of community residents, business organizations, and other local institutions and individuals is increased.

NOTE:

The Local School Councils and the Board of Education may add additional goals. Numbering for additional goals should start at 21. It is necessary that the plan list all the mandated goals with the goal numbers used in this guide. The goals that the planning team decides not to address, or that are not applicable, can be so indicated.

STATE CHAPTER 1 PLAN

Background

State Chapter 1 funds are provided to the Chicago Public Schools in recognition of the need to provide additional educational services to students from low-income families. In the past, the Chicago Public Schools has been allowed to use most of this money for basic programs such as kindergarten and counseling. Under P.A. 85-1418, state Chapter 1 funds can no longer be used to pay for basic programs. Instead, the money must be used for supplementary programs. This change is to take place gradually over a five-year period which began in 1989–90.

Legislation

Public Act 85-1418, Section 18-8.

Eligibility

The amount of money allocated to a school is based on the number of students from families with approved applications for free or reduced-price meals. Most schools have some students who qualify for state Chapter 1 funding.

Funding

Allocation. Each child who is entitled to free or reduced price meals brings a certain amount of money to the school. Schools will be informed of the total allocation as part of the lump sum budgeting process.

Guidelines for the use of funds. The act requires that the funds be used for educationally beneficial supplementary programs such as early childhood education, reduced class size, after school tutoring, and other enhancements.

If the money is not spent by the end of the year, the school does not lose it. It is added to the next year's allocation of state Chapter 1 funds. Also, state Chapter 1 funds are not restricted for the benefit of eligible children only; any child in the school may participate in the program.

Mandated goals

State Chapter 1 funds are intended to address the following goal areas:

- Early Childhood (School Improvement Plan Goal 6)
- Reduced Class Size (School Improvement Plan Goal 7)
- Enrichment Programs
- Attendance Improvement (School Improvement Plan Goal 2)
- Remedial Assistance
- Other Educationally Beneficial Programs

Other special requirements

The plan for the use of state Chapter 1 funds must be consistent with the needs assessment of the school, the School Improvement Plan, and the systemwide goals. The expenditures must directly relate to the goal areas of state Chapter 1.

Plan development, approval, and monitoring

The state Chapter 1 plan is developed by the principal and staff in consultation with the Local School Council and must be approved by the Local School Council. The plan is reviewed by the Office of Grants and Technical Assistance for conformity with the Illinois State Board of Education guidelines. The citywide state Chapter 1 plan must be approved by the School Finance Authority prior to the beginning of the school year before expenditures can be incurred.

Staff from the Central Service Center visit schools to ensure that programs are in operation as planned. The Illinois State Board of Education does an independent monitoring of selected schools.

Time Line

The state Chaper 1 plan is a one-year plan. It is submitted by May 1. Implementation begins the following September.

Suggestions for incorporating state Chapter 1 plan into the School Improvement Plan

State Chapter 1 goal areas can be incorporated into the pertinent School Improvement Plan goals. The plan itself can then be submitted as part of the School Improvement Plan. The budget needs to show expenditures that relate to state Chapter 1 goal areas.

Benefits and consequences

Development of the state Chapter 1 plan in conjunction with the School Improvement Plan will help to coordinate the planning effort and reduce work. Schools without approved state Chapter 1 plans will not be able to spend state Chapter 1 funds.

Contact person

For clarification of mandated requirements, guidelines for the allocation and use of funds, and for appropriate educational programs, please contact Walter Allen (Grants & Technical Assistance), 535-8145.

FEDERAL CHAPTER 1 PLAN

Background

The basic purpose of the federal Chapter 1 plan is to provide supplementary educational services to educationally deprived students living in low-income areas.

Legislation

Title 1 of the Hawkins-Stafford Act, which came into effect in April, 1988, amends the Elementary and Secondary Education Act (ESEA) of 1965 and reauthorizes Chapter 1 of the Education Consolidation and Improvement Act (ECIA) of 1981, Public Act 100-297.

Eligibility

The eligibility of a school for ESEA Chapter 1 services is based on the percentage of children from low-income families who reside in its attendance area. A school is eligible if its percentage of children from low-income families is equal to or greater than the citywide average.

Three different indicators of poverty are used to calculate the poverty level of each school attendance area and the citywide average: the number of children eligible for free and reduced-price meals; the number of children from families receiving public aid; and the number of children from low-income families as per U.S. census.

The eligibility of students is based on educational deprivation. Students are considered educationally deprived as determined by standardized tests. Participating children do not have to be from low-income families. Unlike state Chapter 1, federal Chapter 1 funds may not be used to serve the general population of the school.

Children with handicaps or who have limited English ability may receive federal Chapter 1 services if the need for these services comes from educational deprivation and is not solely related to either the handicapping condition or the child's lack of English language skills.

Funding

Allocation. Eligible schools receive a total dollar amount based on the number of educationally deprived children multiplied by a per pupil allocation.

Guidelines for the use of funds. Federal Chapter 1 services must be supplementary. That is, funds are to be used to augment services provided through state and local funds. These services must also be categorical. That is, funds are to be used to serve only those children who are deemed educationally deprived. The program must be of sufficient size, scope, quality, and be provided to a sufficiently limited number of pupils so as to have a reasonable promise of success. Funds may be used for equipment and instructional materials, employment of instructional personnel, employment and training of educational aides, inservice training workshops for teachers and other staff, parental involvement activities, and planning and evaluation of Chapter 1 projects.

Mandated goals

The basic goal of the federal Chapter 1 plan is to improve achievement of educationally deprived children so they attain grade level proficiency and succeed in the regular educational program. The desired outcomes may be expressed in terms of indicators such as improved student performance, lower dropout rates, improved attendance, and lower retention rates.

Other special requirements

The federal Chapter 1 plan has a number of special requirements. They are described in the ESEA Chapter 1 Program Design booklet prepared by the Bureau of ESEA Chapter 1 programs.

Plan development, approval, and monitoring

The federal Chapter 1 plan is developed by the school principal and others, including parents of participating students. It is approved by the Local School Council and the ESEA Chapter 1 Parent Advisory Council.

The federal Chapter 1 plan is monitored by staff from the Central Service Center. It is also independently monitored by the Illinois State Board of Education and the federal government.

Time Line

The federal Chapter 1 plan is a one-year plan. It is submitted by May 1. Implementation begins the following September.

Suggestions for incorporating Federal Chapter 1 Plan into the School Improvement Plan

Planning for the federal Chapter 1 plan is carried out as part of School Improvement Planning. The ESEA Chapter 1 program design forms are then filled out as required by the Bureau of ESEA Chapter 1 Programs.

Submission of Plan

The federal Chapter 1 program design forms are submitted to the Bureau of ESEA Chapter 1 Programs. The bureau prepares the ESEA Chapter 1 application from the program design data which are presented to the Board of Education before being submitted to the Illinois State Board of Education for approval.

Contact person

For clarification of mandated requirements, guidelines for the allocation and use of funds, and for appropriate educational programs, please contact Frank Perry (Grants & Technical Assistance), 535-8149.

PROJECT CANAL

Background

The mission of Project CANAL (Creating a New Approach to Learning) is to raise the achievement of minority students in selected racially identifiable schools. It is a five-year project which began in 1988-89.

The project places special emphasis on school-based management/shared decision-making initiatives and has developed a comprehensive training program to enable schools to prepare school improvement plans designed to meet the specific needs of each participating school. Currently, there are 70 participating schools. If the program is expanded in future years, schools will be notified.

Legislation/enabling authority

Project CANAL was developed in accordance with the settlement agreement between the federal government and the Board of Education. It is consistent with the recommendations of the Student Desegregation Plan for the Chicago Public Schools, which mandates educational programs and strategies to improve the academic achievement of students in racially identifiable schools.

Eligibility

Schools must have a student population that is 85 percent or more African-American and/or Hispanic and have a poverty index of at least 43 percent. In addition, at least 75 percent of the nonsupervisory staff must agree to participate in the project.

Funding

Allocation. School level allocations are based on a per-pupil basis.

Guidelines for the use of funds. Project CANAL funds can be used to provide programmatic support including staff, computer labs, and inservice training. Funds are to be used to supplement the regular program at the school.

Mandated goals

The mission of Project CANAL is to raise the achievement of minority students in selected racially identifiable schools. It is the objective of the project that by August 31, 1993, a minimum of 50 percent of participating students in each school perform at or above grade level in reading and mathematics and demonstrate increased achievement in other content areas. Project CANAL aims to:

- Improve the quality of instruction through carefully designed staff training experiences
- Create and maintain a positive educational climate that fosters teaching and learning among underachieving students
- Develop a school-based management system, focused on the creation and maintenance of the School Improvement Plan by all constituencies and based on shared-governance and cooperative decision-making.
- Create an academically oriented perspective of school among students by increasing their participation in academic activities.

Other special requirements

Project CANAL funds must relate to the above goals. Each participating school is required to submit a biannual report on the progress of improvement initiatives.

The School Improvement Plan for each participating school must provide a description of the decision-making process used to develop the plan as well as outline the plan for successfully maintaining Project CANAL components of the School Improvement Plan beyond 1993 when project funding ends.

Plan development, approval, and monitoring

The Project CANAL School Improvement Plan is formulated by the "Core Planning Team" in consultation with the Local School Council, the Professional Personnel Advisory Committee, and other members of the school community. The Core Planning Team consists of the principal, at least one representative of the Local School Council, teachers from each department or grade level, at least five parents, a representative from the support service staff, the school engineer, the lunchroom manager, two community representatives, and a student. The Core Planning Team reports to the Local School Council.

The School Improvement Plan is approved by the Local School Council and monitored by the Local School Council, Core Planning Team, and the district superintendent.

Time Line

The plan is submitted by May 1 for implementation the following September.

Suggestions for incorporating Project CANAL requirements into the School Improvement Plan

- Incorporate Project CANAL goals into the pertinent School Improvement Plan goals.
- Indicate expenditures in the budget that relate to Project CANAL goals.
- Add the following additional sections: description of the decision-making process; biannual progress reporting procedures; and plan for successfully maintaining Project CANAL components of the School Improvement Plan beyond 1993, when project funding ends.

Benefits and consequences

For participating schools, Project CANAL provides supplementary resources to support the development and enhancement of school-based management and shared decision-making initiatives. Particularly helpful is the emphasis on the development of the School Improvement Plan designed to meet the unique needs of each school.

If schools do not fulfill the responsibilities embodied in the goals and objectives of the project, including the full participation of all constituencies in the training center and local site activities, their status as a Project CANAL school is jeopardized.

Submission of Plan

The plan is submitted to the district superintendent and the director of Project CANAL.

Contact person

For clarification of mandated requirements, guidelines for the allocation and use of funds, and for appropriate educational programs, please contact Phedonia Johnson (Project CANAL), 753-6204.

SCHOOL PLAN FOR LEARNING OBJECTIVES

Background

This plan is required by the Illinois State Board of Education in response to the 1985 school reform legislation. It is mandated of all districts in Illinois and is required in addition to the 1988 legislation for school reform in Chicago.

The plan uses a school-level analysis as the basis for improvement activities by relating the results of the local assessment to the Chicago Public Schools' Systemwide Objectives and Standards. For grades 3, 6, and 8, the local assessment is based on the Iowa Tests of Basic Skills (ITBS) and the Chicago Public Schools' listening, speaking, and writing assessments. For grade 11, the Tests of Achievement and Proficiency (TAP) is used.

Legislation

Public Act 84-126 (Senate Bill 730), incorporated into the School Code of Illinois in Ch. 122, Par. 2-63 and 2.64 mandates this plan. The Illinois State Board of Education guidelines are contained in Sections 210.200 - 220 of the Illinois Administrative Code.

Applicability

Illinois schools with grades 3, 6, 8, and 11 are required to complete this plan.

Funding

Schools do not receive additional funds for this plan.

Mandated goals

The School Plan for Learning Objectives currently specifies improvement activities to be undertaken when students do not meet the local goals in reading, mathematics, and language arts. In relation to the 1988 reform legislation, the local goals expect at least 50 percent of all students in each attendance center to score at or above the national norms on standardized tests. Science, social studies, fine arts, and physical development/health will be added according to the schedule developed by the Illinois State Board of Education.

The 1985 legislation also requires the development of individual remediation plans in consultation with a parent or guardian for all students who demonstrate a proficiency level one or more grades below current placement.

Other special requirements

The School Plan for Learning Objectives specifies which improvement activities will be undertaken when students in grades 3, 6, 8, and 11 do not meet local objectives in one or more learning areas or when achievement levels warrant changes in local expectations. There are three specific requirements:

- identification and analysis of the local objectives met and not met in grades 3, 6, 8, and 11
- improvement activities with time lines for objectives not met
- assurance by the Local School Council that the assessment data were shared with the public.

Plan development, approval, and monitoring

The School Plan for Learning Objectives is developed by the principal and approved by the Local School Council. It must also be approved by the Chicago Board of Education and the Illinois State Board of Education. The Illinois State Board of Education monitors it.

Time Line

The School Plan for Learning Objectives is a one-year plan which schools submit in October. Implementation must begin by the following February.

Benefits and consequences

Compliance helps schools identify objectives which were met and plan remediation activities for those not met. Failure to comply with the requirements may result in loss of recognition by the Illinois State Board of Education and the withholding of state aid.

Suggestions for incorporating the School Plan for Learning Objectives into the School Improvement Plan

In developing the pertinent goals of the School Improvement Plan, objectives and activities could be developed which also address the requirements of the School Plan for Learning Objectives. Because the School Plan for Learning Objectives is required several months after the School Improvement Plan has been approved, incorporation of plan requirements in the School Improvement Plan may enable schools to eliminate duplicative effort later. Funding to support anticipated activities for the School Plan for Learning Objectives may be allocated during planning in the spring. This will enable implementation to start at the beginning of the school year, rather than midyear.

Submission of Plan

Two copies of the School Plan for Learning Objectives are submitted to the district superintendent, who then submits a complete set of plans from all schools in the district to the Deputy Superintendent, Office of School Operations, for review and presentation to the Board of Education.

Contact person

For clarification of mandated requirements and suggestions for preparing the plan, please call Lynnette Fu (Research, Evaluation and Planning), 535-8080.

Expenditure Plan

OVERVIEW

Background

The Expenditure Plan is a summary of planned expenses for a given school year. Ideally, it is the final part of school improvement planning. The School Improvement Plan outlines goals and objectives for the school and indicates priorities. The other subplans—such as state Chapter 1, federal Chapter 1—state explicitly how each of these funds will be used. The Expenditure Plan then combines each of these plans into one plan.

Legislation

Public Act 85-1418 section 34-2.3, as amended by Public Act 86-124 directs the Board of Education to allocate a lump sum amount to each school based upon the school enrollment and the special needs of the student body. The school then makes its Expenditure Plan in conformance with the applicable laws and collective bargaining agreements. The school, however, has the right to request waivers of Board of Education policy and collective bargaining agreements.

Applicability

All schools with elected local school councils are required to prepare Expenditure Plans based on their lump sum allocations.

Plan development, approval, and monitoring

The principal prepares the Expenditure Plan in consultation with the Local School Council and the Professional Personnel Advisory Committee. The Local School Council approves and monitors it.

Time Line

The Expenditure Plan is in effect for one year. It is transmitted via computer to the Department of Financial Planning & Budgeting by May 1. Implementation begins the following September.

Benefits and consequences

When a school submits its Expenditure Plan via computer, it is loaded on the main computer and all programs are online by September 1. Nonsubmission causes delays in expenditures and program implementation.

SCHOOL-BASED BUDGET

How money comes in

In March of each year, schools receive allocations for the following year. Funds are allocated based on four major factors:

- **Enrollment.** The number of students determines the number of quota teachers, other school staff, allocation for books, equipment, and supplies.
- **Special needs.** Funds over and above the basic distribution are available to schools if the students have special needs arising from handicapping conditions, limited English ability, or poverty.
- **Square footage.** Repairs, custodial supplies, and the number of custodial staff are determined by both square footage of school buildings and enrollment.
- **Other.** Additional allocations are made to schools based on a variety of factors, including desegregation and overcrowding.

How money Is spent

Each funding source has its own set of restrictions.

Regular funds

Quota staffing levels are evaluated based on enrollment projections and class-size mandates.The staffing formulas are used to calculate the number of regular classroom teachers a school is entitled to. Other basic staff (clerks, counselors, librarians,art/music teachers, physical education teachers, and freed assistant principals) are also determined by formula. Noncompensation items such as textbooks, supplies, postage, and equipment in the regular programs are allocated by formula and offer little discretion in spending.

Special funds

State Chapter 1 funds are to be used at the school's discretion for supplementary programs, such as early childhood education, reduced class size, after-school tutoring and other educationally beneficial programs.

Desegregation funds are considered discretionary but must be used to provide supplementary educational programs designed to improve educational outcomes and not to pay for regular, ongoing school programs or staff. Funds may be used in several ways to provide programmatic support including support staff, computer labs, inservice training, and faculty positions.

Federal Chapter 1 funds are to be used for supplementary programs to meet the special needs of educationally deprived children in the school. Funds can be used to pay for equipment , textbooks, teachers, aides, and staff training.

Bilingual funds are to be used for bilingual certificated staff. All discretionary bilingual funds (textbooks, supplies) must be

(continued)

SCHOOL-BASED BUDGET *(continued)*

used solely for bilingual programs and for the benefit of limited-English-proficient students.

State Reading Improvement funds are to be used to improve reading and study skills of children in grades one through six. Funds can be used to pay for reading specialists, teacher aides, textbooks, and staff inservice training.

Early Childhood Education funds are to be used to provide activities and support to eligible three- and four-year olds for language development, reading and math readiness, physical and emotional growth, and parental involvement. Funds generally provide for a certified teacher and aide.

Special Education funds are used to identify, evaluate, and serve all handicapped children. The funds provide for a small class size, psychological and social-work services, nurse and medical testing services, occupational and physical-therapy services, and dropout prevention programs.

Vocational and Technical Education funds offer programs and courses to all students. Programs offered provide entry-level career skills that lead to employment through "hands-on" activities.

Energy, Repairs, and Telephone Funds

The funds are based on prior year's usage, adjusted for rate increases. Funds for minor repairs are allocated by square footage. These funds are appropriated in the building fund and must be used for the purpose for which they were intended.

BUDGET CLASSIFICATION TERMS & NUMBERS

Unit

The school is considered a unit and each school has a four-digit identification number.

Program

Four-digit program numbers are used to identify each school program. For example, 2147 refers to high school social studies; 2026 indicates kindergarten.

Project

Three-digit project numbers are used to describe whether the program is funded by special funds or regular Board of Education funds. A project number of 000 indicates the money comes from regular Board of Education funds, not from a special fund. The number 065 refers to desegregation funds.

Object

This four-digit number identifies how the money is used. Number 5110 means teacher salary; 5210 indicates career service salary.

Fund

This three-digit number specifies which fund is paying for the program. Most funds can only be used for certain purposes. For example "quota" teaching positions can be funded by fund 210, the general educational fund.

PLANNING AND BUDGETING

The School Improvement Plan addresses the twenty mandated goals and any others added by the school. After the school develops objectives to further the goals, activities are planned to help achieve these objectives. Time lines and persons responsible for implementation are determined and costs of these activities are estimated and compared with available funds.

Priorities for spending funds are determined and adjustments made if all activities cannot be funded. Allocations are determined by the school after consideration of factors such as money available, requirements of the funding sources, priority needs of the school, and the expected effectiveness of activities.

After the cost items are specified, it is necessary to prepare the Expenditure Plan as part of the computerized lump sum budgeting process. To do this, first sort all cost items under every goal by each funding category such as state Chapter 1 or federal Chapter 1. Next, it is necessary to specify "budget classification numbers" (see page 22) for each item so that it can be entered into the computerized budget. This is done by organizing all cost items within a given funding category by the specific program numbers under each funding category. Note that there are unique programs and program numbers pertaining to each funding category.

It may be helpful to use the following work sheet to specify the necessary budget classification numbers. Use of the work sheet also helps to relate the School Improvement Plan goals with specific dollar amounts by funding categories and program classifications. Additional information on completing the work sheet and specifying budget classification numbers is contained in the *Lump Sum Budgeting Workbook*.

Once the Expenditure Plan is entered into the computerized budget, a list can be generated that summarizes how each goal is being funded by requesting the goal summary screen. The computer program will also allow for the detailed printing of expenditures for each funding category such as state Chapter 1, federal Chapter 1, and Project CANAL.

The principal consolidates the various expenditure plans into one Expenditure Plan to present for council approval. The approved Expenditure Plan must be entered on computer by May 1. The Department of Financial Planning and Budgeting will then review it for accuracy and consistency with Board of Education and funding agency guidelines.

A printout of the Expenditure Plan must be signed by the principal and approved by the Local School Council. It is then submitted as part of the School Improvement Plan.

For more information on budgeting, consult the *Lump Sum Budgeting Workbook* or contact Gail Williams, 535-8759.

BUDGET WORKSHEET
SCHOOL YEAR 19___-19___

This worksheet may be useful in preparing the budget for computer entry and showing planned expenditures by program number within funding categories. Note: Not all items apply to all funding categories; follow specific guidelines provided by each funding source.

Funding Category _____ Fund No. _____ Project No. _____

Program Name _____ Program No. _____

(Insert here the percentage of the total dollars on this worksheet supporting designated goals. If the total amount is allocated to a single goal, the percentage will be 100 percent.)

Related School Improvement Plan Goal(s)# #_____ #_____ #_____ #_____

Percentage of total dollars allocated to above goals _____% _____% _____% _____%

Related Subplan Goal (if applicable) _____

STAFF

Goal No.	Description	Obj.#	No.	@ Salary & Fringe	Annual Amount
TEACHER					
_____	_____	5110	____	$_____	$_____
_____	_____	5110	____	$_____	$_____
_____	_____	5110	____	$_____	$_____
_____	_____	5110	____	$_____	$_____
_____	_____	5110	____	$_____	$_____
CAREER SERVICE					
_____	_____	5210	____	$_____	$_____
_____	_____	5210	____	$_____	$_____
_____	_____	5210	____	$_____	$_____
_____	_____	5210	____	$_____	$_____
_____	_____	5210	____	$_____	$_____

Goal No.	Description	Obj.#	No.	Days/Hours	Rate	Annual Amount
EXTENDED DAY BUCKET						
_____	Teacher	5113	____	_____	$_____	$_____
_____	Career Service	5213	____	_____	$_____	$_____
SUBSTITUTE TEACHER BUCKET						
_____	_____	5150	____	_____	$_____	$_____
_____	_____	5150	____	_____	$_____	$_____

Goal No.	Description	Obj.#	No.	Days/Hours	Rate	Annual Amount
CONTRACTED CONSULTANT AND PROFESSIONAL SERVICES						
_____	Parent Stipends	5411	____	_____	$_____	$_____
_____	Staff Development	5410	____	_____	$_____	$_____
_____	Pupil Services	5400	____	_____	$_____	$_____
_____	Consultants	5410	____	_____	$_____	$_____
_____	Tutors	5410	____	_____	$_____	$_____
_____	Stipends	5411	____	_____	$_____	$_____
_____	_____	____	____	_____	$_____	$_____
STAFF SUBTOTAL						$_____

NONSTAFF

(Attach itemized list if applicable; include shipping & handling)

Goal No.	Description	Obj.#	Annual Amount
_____	Textbooks/Instructional Materials	5310	$_____
_____	Supplies	5320	$_____
_____	Postage	5390	$_____
_____	Printing	5460	$_____
_____	Equipment/Furniture (attach list)	5730	$_____
_____	Repair Contracts/Maintenance Agreements (work orders)	5470	$_____
_____	Equipment Rental	5440	$_____
_____	Student Transportation	5510	$_____
_____	Carfare	5520	$_____
_____	Admissions	5420	$_____
_____	Food	5340	$_____
_____	Rental of Space	5480	$_____
_____	Conference Travel	5500	$_____
_____	Dues/Fees	5420	$_____
_____	_____	____	$_____
_____	_____	____	$_____
NONSTAFF SUBTOTAL			$_____

TOTAL STAFF AND NONSTAFF FOR THIS PROGRAM NUMBER $_____

Suggested Plan Format

The following pages describe a plan format which helps to incorporate the legislative requirements. It is a suggested format, not mandated.

School Improvement Plan for _____ School

Unit No. _____ **District** _____

FOR SCHOOL YEARS

YEAR 1: 19___-19___

YEAR 2: 19___-19___

YEAR 3: 19___-19___

LSC APPROVAL:

NUMBER OF YES VOTES

NUMBER OF NO VOTES

NUMBER OF ABSTENTIONS

NUMBER OF ABSENTEES

DATE APPROVED

THIS PLAN ALSO CONTAINS INFORMATION ON THE FOLLOWING SUPPLEMENTARY PLANS ***(CHECK AS MANY AS APPLY)***

☐ SCHOOL PLAN FOR LEARNING OBJECTIVES

☐ STATE CHAPTER 1 PLAN

☐ FEDERAL CHAPTER 1 PLAN

☐ PROJECT CANAL PLAN

☐ OTHER

SIGNATURES:

PRINCIPAL

LSC CHAIR

Contents

Acknowledgments. . . . . .
Overview of Status and Needs . . . . . .
Reform Initiatives . . . . . .
Reform Goals/Three-Year Plan . . . . . .
Monitoring Plan . . . . . .

Acknowledgments

This School Improvement Plan was prepared under the direction of the principal with the advice and assistance of the Local School Council, Professional Personnel Advisory Committee, and other interested community members and parents. Listed below are names of individuals who made a particularly valuable contribution. Their assistance is gratefully acknowledged.

Overview of Status and Needs

CURRENT STATUS:

Data and brief narrative on enrollment, student performance, educational program, staff, and budget.

STRENGTHS AND WEAKNESSES:

The major strengths and weaknesses of the school.

VISION FOR THE SCHOOL:

Desired status and outcomes in light of social trends, future outlook, and community preferences.

MAJOR NEEDS:

The major needs in priority order.

Reform Initiatives

The act requires a specific treatment of equal educational opportunity, educational program, staffing pattern and material resources, and working conditions for teachers. These are outlined on the following pages.

EQUAL EDUCATIONAL OPPORTUNITY

Please examine the curriculum and environment of your school in relation to equal educational opportunities for all students. After describing the current status, detail any steps to be taken to enhance opportunities for students in these areas, addressing the requirements of the Student Desegregation Plan for the Chicago Public Schools and the specific actions identified for your school in the Annual Desegregation Review (ADR).

LIMITED-ENGLISH-PROFICIENT STUDENTS:

STUDENTS WITH DISABILITIES:

MALE AND FEMALE STUDENTS:

MINORITY STUDENTS:

ACHIEVEMENT OF REQUIRED RACIAL/ETHNIC COMPOSITION:

WITHIN-SCHOOL SEGREGATION:

EDUCATIONAL PROGRAMS

Please describe the current status and proposed modifications of the curriculum as well as the academic and nonacademic programs to further the goals and objectives of the plan:

CURRENT STATUS AND PROPOSED CHANGES TO THE CURRICULUM:

CURRENT STATUS AND PROPOSED CHANGES IN THE ACADEMIC PROGRAMS:

CURRENT STATUS AND PROPOSED CHANGES IN THE NONACADEMIC PROGRAMS:

SPECIAL PROGRAMS

Please describe the current and the proposed programs funded by special funds.

STATE CHAPTER 1

FEDERAL CHAPTER 1

READING IMPROVEMENT

BILINGUAL

CANAL

OTHER DESEGREGATION-RELATED FUNDS

OTHER GOVERNMENT FUNDS

GIFTED

SPECIAL EDUCATION

PRIVATE FUNDS

REFORM INITIATIVES *(continued)*

STAFFING PATTERN AND MATERIAL RESOURCES

ANALYSIS OF CURRENT STAFFING PATTERN (QUOTA AND NONQUOTA):

PROPOSED USE OF STAFF TO FURTHER THE OBJECTIVES OF THE PLAN:

ANALYSIS OF CURRENT USE OF MATERIAL RESOURCES:

PROPOSED USE OF MATERIAL RESOURCES TO FURTHER THE OBJECTIVES OF THE PLAN:

WORKING CONDITIONS FOR TEACHERS

SHORTCOMINGS OF CURRENT WORKING CONDITIONS:

PROPOSED STEPS TO IMPROVE WORKING CONDITIONS:

REFORM INITIATIVES *(continued)*

LEARNING CONDITIONS FOR STUDENTS

SHORTCOMINGS OF CURRENT LEARNING CONDITIONS:

PROPOSED STEPS TO IMPROVE LEARNING CONDITIONS:

SCHOOL FACILITIES

ADEQUACY OF

- Classrooms
- Labs and shops
- Supplementary space (library, gym, lunchroom)
- Interior (paint, plaster, floors, walls, ceilings)
- Exterior (landscaping, fencing, playground, parking, roof, doors, and windows)
- Overall structure
- Heating, electrical, plumbing systems

MAJOR NEEDS

- Critical health and safety related needs
- Secondary aesthetic, cosmetic needs

PROPOSED PLANS:

Reform Goals/Three-Year Plan

GOAL NARRATIVE GOAL NO._____

GOAL STATEMENT:
(Where we would like to be)

CURRENT SITUATION
***(Where we are:** with respect to the goal stated above, a brief description of current status, strengths and weaknesses, and needs)*

REFORM INITIATIVE
***(How we are going to get there:** a brief description of the general approach or direction for reform for the next three years)*

NOTE:
Please number your goals using the same numbers used in the listing of the 20 legislatively mandated goals in this guide. You may choose not to address all mandated goals in a given year. However, it is necessary that the plan list all the mandated goals with the goal numbers. The goals that the planning team decides not to address or that are not applicable can be so indicated. If any goals are added, their numbers should start with 21.

THREE-YEAR PLAN, YEAR 1 SCHOOL YEAR 19___-19___

OBJECTIVE NO.: _____

OBJECTIVE STATEMENT: _____

_____

_____

BASELINE DATA: _____

_____

REFORM STRATEGY AND IMPLEMENTATION PLAN: _____

_____

INDICATORS OF ACCOMPLISHMENT: _____

_____

TOTAL COST FOR OBJECTIVE: $ _____

Activity	Start Date	Completion Date	Responsibility	Funding Source	Cost

NOTE:
Each objective is numbered so as to show its connection with the pertinent goal.
For example, Objective No. 3.2 refers to the second objective for accomplishing goal number three.

SUMMARY OF PROPOSED EXPENDITURES—YEAR 1 BY GOALS AND FUNDING CATEGORIES SCHOOL YEAR 19___-19___

The "Total Dollar Support for Goal" indicates the sum of money allocated to support each goal from each applicable category by adding the amounts across the row. Adding the amounts down each column indicates the total amount of money for each funding category and which goals are supported by that money. The goal summary screen printout from lump sum budgeting may be substituted for this page, if available.

$ SUPPORT FOR GOALS BY FUNDING CATEGORY

Goal No.	Total $ Support for Goal	=	State Ch. 1	+ Federal Ch. 1	+ CANAL	+ Bilingual	+ Reading	+ Local	+ Other (Specify)
1.	$_____	=	_____	_____	_____	_____	_____	_____	_____
2.	$_____	=	_____	_____	_____	_____	_____	_____	_____
3.	$_____	=	_____	_____	_____	_____	_____	_____	_____
4.	$_____	=	_____	_____	_____	_____	_____	_____	_____
5.	$_____	=	_____	_____	_____	_____	_____	_____	_____
6.	$_____	=	_____	_____	_____	_____	_____	_____	_____
7.	$_____	=	_____	_____	_____	_____	_____	_____	_____
8.	$_____	=	_____	_____	_____	_____	_____	_____	_____
9.	$_____	=	_____	_____	_____	_____	_____	_____	_____
10.	$_____	=	_____	_____	_____	_____	_____	_____	_____
11.	$_____	=	_____	_____	_____	_____	_____	_____	_____
12.	$_____	=	_____	_____	_____	_____	_____	_____	_____
13.	$_____	=	_____	_____	_____	_____	_____	_____	_____
14.	$_____	=	_____	_____	_____	_____	_____	_____	_____
15.	$_____	=	_____	_____	_____	_____	_____	_____	_____
16.	$_____	=	_____	_____	_____	_____	_____	_____	_____
17.	$_____	=	_____	_____	_____	_____	_____	_____	_____
18.	$_____	=	_____	_____	_____	_____	_____	_____	_____
19.	$_____	=	_____	_____	_____	_____	_____	_____	_____
20.	$_____	=	_____	_____	_____	_____	_____	_____	_____
___*	$_____	=	_____	_____	_____	_____	_____	_____	_____
___	$_____	=	_____	_____	_____	_____	_____	_____	_____
___	$_____	=	_____	_____	_____	_____	_____	_____	_____
___	$_____	=	_____	_____	_____	_____	_____	_____	_____
___	$_____	=	_____	_____	_____	_____	_____	_____	_____
Totals for funding categories									
	$_____	=	_____	_____	_____	_____	_____	_____	_____

*If your school has goals in addition to the 20 legislatively mandated goals, please number them starting with goal No. 21.

EXPENDITURE PLAN BY FUNDING CATEGORIES

Please show the planned expenditures for personnel and nonpersonnel items for various funding categories available to the school. A budget printout by category may be substituted for this page, if available.

FUNDING CATEGORY _____

COMPONENT (IF APPLICABLE) _____

TOTAL AMOUNT AVAILABLE $ _____

ITEM	COST

REFORM GOALS/THREE-YEAR PLAN *(continued)*

CONTINGENCY PLANS: YEAR 1 SCHOOL YEAR 19___-19___

IF FUNDS FOR THE YEAR EXCEED THE ESTIMATES ON WHICH THE FIRST YEAR PLAN IS BASED, the following additional activities or programs will be undertaken, in the priority order indicated.

ACTIVITY OR PROGRAM	COST

IF FUNDS FOR THE YEAR ARE LESS THAN THE ESTIMATES ON WHICH THE FIRST YEAR PLAN IS BASED, the following activities or programs will not be undertaken, in priority order.

ACTIVITY OR PROGRAM	COST

THREE-YEAR PLAN: YEARS 2 AND 3
SCHOOL YEARS 19___-19___

Summarize strategies which you want to implement during the second and third years of this plan in order to accomplish your objectives, assuming the same level of funding. (Note: As part of annual updating of the plan, the year completed is deleted from the plan and a new third year added.)

OBJECTIVE NO. _____

YEAR 2:

YEAR 3:

EXPENDITURE PLAN: YEARS 2 AND 3
SCHOOL YEARS 19___-19___

Indicate anticipated funding needs and possible funding sources for achieving your objectives for years 2 and 3. You may wish to address proposed reallocation of funds.

YEAR 2

YEAR 3

Monitoring Plan

MONITORING RESPONSIBILITY:

MONITORING PROCEDURE:

Steps to be taken to monitor and document plan implementation.

REPORTS AND MEETINGS TO REVIEW PROGRESS:

Progress report and benchmark data gathering for possible midcourse modifications; indicators of accomplishment for final accomplishment report.

FIRST COMMUNITY FORUM:
Semiannual progress report
Date _____

SECOND COMMUNITY FORUM:
Annual accomplishment report
Date _____

Appendix

SUGGESTED NEEDS ASSESSMENT

This needs assessment section has been prepared to assist schools in identifying needs. An assessment is generally made of the following areas:

- Student Performance
- Student Characteristics
- Educational Program
- Staff
- Support Services
- School Climate
- Parents and Community
- Resource Allocation

By summarizing the information obtained from the assessment and sorting it into two categories, *what is* and *what ought to be,* the planning team can determine the size of the discrepancy between these two categories and identify needs.

STUDENT PERFORMANCE

CURRENT STATUS:

Review data about students' achievement, attendance, retention, graduation, and dropout rates to determine past and current conditions. Listed below are some of the documents that contain this information.

Assessment Results

- Teacher records
- Comprehensive Student Information System (CWTESTS)
- Test Scores and Selected School Characteristics — Elementary
- Test Scores and Selected School Characteristics — High School
- Illinois Goal Assessment Program Test Results — Reading
- Illinois Goal Assessment Program Test Results — Mathematics
- Illinois Goal Assessment Program Test Results — Language Arts
- Chicago Public Schools' Listening, Speaking, and Writing Assessment
- School Report Card

Attendance

- Teacher records
- School Report Card
- Test Scores and Selected School Characteristics

Retention Rate — Elementary

- Teacher records
- School Report Card

Graduation Rate — High School

- School Report Card

Dropout Rate

- Truant officer reports
- Dropout report

54

Ask the following questions:

- What is the current condition?
- Is this condition acceptable?
- Is the condition improving?
- Do you want the condition improved?
- If you want the condition improved, what level do you want to reach?
- How long do you want to take to reach that level?

POTENTIAL ACTIONS:

The review of data on student performance will enable the planning team to determine where the students' performance is in relation to the desired goal level. If data indicate that student performance is below level, note the areas of deficiency. If performance is at or above desired level, note the areas of strength. Then determine if performance is improving or declining.

Set yearly targets that will allow the school to reach the desired goal in a specified time. An example of how this is done is provided elsewhere in the guide. The activities in the School Improvement Plan must be within the constraints of the school's resources. You cannot reduce class size if there is no additional space in the building or if there is no money to hire additional teachers.

STUDENT CHARACTERISTICS

CURRENT STATUS:

Review the information on student characteristics for the current and previous year noting the number of special education students, percentage of low income students, percentage of limited-English-proficient students, stability of membership, and the racial/ethnic make-up of the school. A review of the school's annual report card provides data on the racial/ethnic background of the school's enrollment, the limited-English-proficient enrollment, and student mobility. Other pertinent information is also contained in Test Scores and Selected School Characteristics — Elementary, or Test Scores and Selected School Characteristics — High School as well as the Annual Desegregation Review.

A study of these reports can reveal trends that are occurring in the school or in the make-up of the school's membership. Take particular note of changes in the school's membership at the entry level. As you review

SUGGESTED NEEDS ASSESSMENT *(continued)*

the data, ask the following questions:

- Is the membership declining? Why?
- Is the membership increasing? Why?
- Is the racial/ethnic make-up of the school changing?
- What percentage of the students are from low-income families? Is this percentage increasing or decreasing?
- Is the limited-English-proficient population increasing?
- Are special education programs provided?
- Which high schools do the students attend?
- Is the enrollment in compliance with desegregation requirements?

POTENTIAL ACTIONS:

As the student characteristics are reviewed, verify that the online student ethnic, language, and lunch data are current and accurate to assure that the school receives the proper allocation for these students. It might also be revealed that the limited-English-proficient population is increasing to the extent that additional bilingual teachers and instructional materials are needed for the next school year. If the proportion of students from low income families is increasing, the school may qualify for more state or federal funds. A study of student characteristics can help to suggest changes needed in the educational program.

EDUCATIONAL PROGRAM

CURRENT STATUS:

Review the educational program to determine if it is effective in improving student achievement. Some of the areas that should be reviewed are listed below.

- General curriculum
- Specific instructional resources and activities including curriculum materials; textbooks; instructional materials; supplies and equipment; departmentalization, walking reading, school rules and library usage
- Special programs such as: state and federal Chapter 1, bilingual, CANAL, Title VII, Intensive Reading Improvement Program, Intensive Mathematics Improvement Program, special education programs, Chapter 2, preschool, and gifted programs
- Athletic programs and interscholastic sports
- Art, music, dance and drama

- Foreign language and multicultural understanding
- Vocational education
- Social development activities: teams, clubs and groups

Ask the following questions:

- What is the current curriculum and who designed it?
- Is the curricular and instructional program appropriate for the characteristics of the students?
- Does the Professional Personnel Advisory Committee obtain input from colleagues regarding the school's educational program?
- Do the special programs meet the specific needs of the students?
- Are the social development activities sufficient?
- Does the educational program prepare students for higher education and work?
- Has the students' performance improved under this program?
- If you want the educational program improved, what portion of the program do you want to change? How long will the change take? What do you want the change to accomplish?

POTENTIAL ACTIONS:

If the review of the educational program reveals shortcomings, you will need to collect information about the solutions that are available. If the Professional Personnel Advisory Committee is not a part of the planning team, a meeting with this committee might prove helpful as you seek solutions. Other staff may also be consulted. You will need to decide whether to replace a program entirely, supplement what is already in place, or educate staff to be more effective in their roles. Make certain that staff affected by proposed changes have a say in the changes recommended.

STAFF

CURRENT STATUS:

Review current use of staff and identify areas of need. Listed below are some staff positions that should be reviewed.

- Teachers — classroom
- Teachers — special programs, library, gym, art, music, etc.
- Educational support staff and volunteers
- Building support staff — lunchroom, engineer, custodial

Ask the following questions:

- How many teachers are assigned to classrooms?
- What special skills do the teachers have?
- What skill areas are not covered?
- Are the teachers working in their skill areas?
- How many classrooms are not used for instruction?
- How much money is available?

SUGGESTED NEEDS ASSESSMENT *(continued)*

- Where does the money have to be spent?
- Can some of the money be moved to other areas?
- Are all subject areas of the curriculum covered by teachers with expertise in each of the areas?
- What teachers or areas need additional staff development?
- What staff development activities were conducted last year?
- Are additional teachers needed in order to cover the curriculum offering adequately?
- Are there volunteers that have special skills in areas not covered by the teaching staff?
- Which members of the staff are involved in additional professional development outside of school?
- What expectations do teachers have for their students in terms of their ability to learn?
- To what extent does staff interact with each other?
- Does staff welcome parental involvement?
- To what extent does the staff feel positive about working in this school?
- Are the nonquota teachers used in accordance with established guidelines?

POTENTIAL ACTIONS:

Identify strengths of individual teachers and assign them so as to make the best use of their strengths. Also identify staff that need support in one or more areas and plan staff development to strengthen these persons.

Repeat similar process for support staff.

SUPPORT SERVICES

SCHOOL FACILITIES

CURRENT STATUS:

Review how the school building is used. Compare the capacity of the school to its enrollment and its programs. This will assist the planning team in determining if there is space for new programs or if the present space is being used wisely. A thorough review of the physical resources will provide answers to the following questions:

- How many classrooms are there?
- How are they used? How many for instruction? How many for other purposes?
- Will the physical resources allow for a reduction in class size?
- Is space available for new programs needed to meet the specific needs of the students?
- Is the auditorium available for more assembly programs?
- Is the gymnasium equipped to provide additional athletic programs?

- Does the condition of the building make for good learning?
- Does the condition of the building encourage school pride?
- When did you last discuss the building's condition with your school engineer?

POTENTIAL ACTIONS:

As the planning team evaluates the utilization and availability of classrooms, it will be able to decide whether or not to plan new programs or expand programs that are working.

The establishment of preschool programs and smaller class sizes requires the availability of additional classrooms. If the space is not available, it is useless to include these programs in the School Improvement Plan.

If the building is broken into every week, it would be unwise to purchase expensive equipment before first improving the security of the building. If the engineer and his/her staff are inefficient in maintaining the facilities, the plan may need to address the addition of staff or the retraining of inefficient custodial staff.

FOOD SERVICES

CURRENT STATUS:

Review current food services provided to the school and ask the following questions in order to identify areas of need.

- Do students appear to enjoy their meals?
- Do most students eat the lunch provided by the lunchroom or bring their lunch from home?
- What changes, if any, have occurred in the delivery of food services in the last three years?
- What services are currently being provided? Are they adequate?
- Are waste control and good sanitation practiced?
- Are lunch ticket procedures using too much classroom time?
- Should there be sound proofing materials added to the lunchroom to minimize noise?
- What improvements or additional services are needed?

POTENTIAL ACTIONS:

As the planning team evaluates food services, it can include in the School Improvement Plan ideas for improving unfavorable conditions connected with the services provided. These may include staff problems, space allotted for lunchroom or lack thereof, better quality food or the need for a cleaner, more attractive eating facility. Some of these problems can be solved with cooperation and better use of staff, others need additional resources to be solved, while still others cannot be solved due to a lack of space.

SUGGESTED NEEDS ASSESSMENT *(continued)*

STUDENT TRANSPORTATION

(If applicable)

CURRENT STATUS:

Review the Daily School Bus Monitoring Reports to note the quality of transportation services provided, i.e., reliability and timeliness. Review the Pupil Transportation Service Reports for the report of accidents or incidences occurring on the routes. If the school has a school bus monitor, he/she may provide information to the planning team on student transportation services. Parents of students being bused may provide additional information.

Ask the following questions:

- Is the student transportation service reliable and timely?
- Is the communication adequate between the carrier and the school?
- Is the communication adequate between the Bureau of Pupil Transportation and the school?
- Are problems resolved satisfactorily?
- Has the carrier been penalized for deficient service this year?
- Do you have the same carrier as last year? If no, did you request the change?
- Do the drivers' actions encourage or discourage regular attendance?
- Are special education students monitored and protected adequately?

POTENTIAL ACTIONS:

A review of the above student transportation reports will enable the planning team to identify the areas of deficiency in student transportation. Whether the deficiencies deal with quality of transportation service or with frequent occurrence of accidents or incidences, specific steps should be developed to overcome these deficiencies.

SCHOOL CLIMATE

SAFETY

CURRENT STATUS:

Make an observation of the school building and playground for unsafe conditions. Review the school's personal safety program and its active or inactive state along with a look at any safety programs that have been initiated within the last year. Then review all accident reports and reports of injury that have been filed for the last year. Note the type of accidents that are most frequent and where they occur. As a result of this review, answers to the following questions should be sought:

- Is the exterior of the building free of broken glass and debris?
- Are there broken sidewalks?
- Are sidewalks kept clear of ice and snow?
- Are the stairs slippery?
- Is the fire alarm working properly?
- Is there peeling paint or plaster?

- Has the school been checked for asbestos and other hazardous materials?
- Who are the members of the school's personal safety committee? Is the committee active?
- What type of accidents occur most often and where?
- Are emergency medical supplies available and procedures clear to staff?

POTENTIAL ACTIONS:

The above review of the school's safety program will highlight the strengths and weaknesses of the program. Areas of deficiency should be identified and solutions sought. Then define specific activities to improve the safety program of the school.

Items that can be improved without additional cost (for example, doing a better job of removing broken glass and debris from school grounds) can be accomplished immediately by more efficient use of present personnel. Keeping in mind the ultimate safety of students, other unsafe conditions that have a cost factor should be prioritized and included in the School Improvement Plan.

SECURITY

CURRENT STATUS:

Review reports for the past year on the number of break-ins, amount of vandalism and cost of material or equipment lost due to theft. Next, inquire about the number of security personnel assigned to the school and how they are currently used. The following questions may need answers as the planning team reviews the security of the school.

- Are our students and staff safe from outside intruders?
- Is the loss of materials and equipment due to break-ins or in-house theft?
- Do we have sufficient security personnel?
- If we purchase computers and additional audiovisual equipment, do we need to take special security measures?
- Do we have an alarm system to curtail burglaries in the evenings and on weekends?
- Does the community cooperate by reporting to the police irregular incidents around the school grounds in the evenings and on weekends?

POTENTIAL ACTIONS:

Following the planning team's evaluation of the security of the school, it will be able to identify where the weaknesses are in security. The team may solicit the help of the community by asking for volunteers to strengthen the security of the school. If funds are available, more security personnel may be assigned to the school. The nearby community can also be requested to be more observant of unusual activities around the school grounds and to report these activities to the police.

SUGGESTED NEEDS ASSESSMENT *(continued)*

DISCIPLINE

CURRENT STATUS:

Review data dealing with discipline problems such as assault reports, number of suspensions, or gang problems. As school suspensions are reviewed, note the most frequent violations of school rules. Observe the social behavior of the students toward each other and their behavior toward the staff. Also observe the behavior of staff to the students. An observation of student behavior in the classrooms, hallways, lunchroom, and other school activities might prove helpful in understanding the discipline problems of the school. This review may bring to mind the following questions:

- Do students leave school books, notebooks, and homework lying around carelessly inside or outside the school?
- What types of punishment are used at the school?
- Are students courteous to staff?
- Is staff courteous to students and respectful of their rights?
- Do students obey school rules most of the time?
- How are suspensions handled?
- Are fights prevalent among students?
- Are any gangs identified with the school?
- Are any gang symbols present in or around the school?
- To what extent do students feel positive about this school?
- To what extent do teachers feel positive about teaching in this school?

POTENTIAL ACTIONS:

Creating an orderly environment is important for school improvement. Identify the strengths and weaknesses in the school's discipline program.

If the rules established in the Uniform Discipline Code do not meet all the needs of the school, recommend additional ones for adoption by the local school council. Stress that all behavioral standards be applied uniformly and fairly.

Establish strategies and activities for the school's discipline program. The ultimate goal of any discipline program should be for students to achieve self-responsibility and self-discipline.

PARENTS AND COMMUNITY

CURRENT STATUS:

As the planning team develops the School Improvement Plan, it is important to identify the parent and community resources that are available to assist the team in its pursuit of improved education.

- What opportunities are available for parents or community members to get involved in the school?
- Do parents or community members volunteer at the school?
- Do they attend school events?
- Does the principal welcome parental involvement in the school?
- Are parents and community members, other than local school council members, involved in decision-making at the school?
- What community services are available to help students or their families?
- Are the parents aware of the community services that are available?
- What services are lacking in the community?
- What institutions of higher learning have a presence in the school community? Have they been approached in any way to assist the school with its educational program or school improvement planning?
- Do the students use the services of the neighborhood library or recreational sites?
- Has the school been adopted? If not, what are the possibilities?

POTENTIAL ACTIONS:

As the planning team evaluates the parent and community resources that are available to the local school, it might want to invite some of these persons to be a part of the planning team for the School Improvement Plan. For instance, cooperation with an elementary school might come from the neighborhood high school as well as local institutions of higher learning in developing tutorial programs, big brother or sister programs, or other creative programs.

SUGGESTED NEEDS ASSESSMENT *(continued)*

RESOURCE ALLOCATION

CURRENT STATUS:

A review of the school budget provides information regarding the financial resources allocated to the school. The budget designates the funding for all current school programs with the personnel for each category—including instructional staff, support staff, administration, facilities, and food. The nonpersonnel items are then listed for each program with the allotted amount—including textbooks, supplies, equipment, utilities, minor repairs, etc.

Listed below are some of the questions the principal, planning team, and Local School Council might want answers to as they review the school budget.

- What is the current level of revenue?
- What is the estimated level of revenue for the next three years?
- Is the school receiving any new or additional funds?
- What programs are funded in the current budget?
- Are we maintaining the current programs or making changes?
- Does the School Improvement Plan require additional instructional staff?
- Does the School Improvement Plan require additional support staff?
- Will it require additional nonpersonnel items, e.g., textbooks, supplies, equipment, utilities, printing, etc?
- Will it be necessary to reallocate human resources to stay within the budget?
- Are the new costs within the constraints of our current budget?
- Do the expenditures in the School Improvement Plan comply with state and federal laws, collective bargaining agreements, court orders and rules and policies of the Board of Education?
- Do the expenditures in the School Improvement Plan provide acceptable service to students with special needs?
- Will any waivers be required to allow expenditures as outlined in the School Improvement Plan?

POTENTIAL ACTIONS:

The cost of the School Improvement Plan must be within the constraints of the school's resource allocation. New funds must be planned along with new programs. Planning teams may seek new funds for innovative ideas by submitting proposals to available funding agencies.

It is the responsibility of all involved to ensure that every dollar spent produces maximum benefits to the students. In your planning, use information on anticipated revenues and compensation changes. Review laws and bargaining agreements for constraints regarding staff changes.

SAMPLE PARENT/COMMUNITY SURVEY

In developing a School Improvement Plan, it may be desirable to survey a wide group of parents and community residents in order to gather information on their opinions, expectations, and concerns regarding the school's educational program, instructional service, staff, facilities, and other pertinent aspects related to the plan.

The following pages provide a sample survey form. The questions contained in it are divided into four groups: background information, opinions, expectations, and concerns. The survey uses different approaches to item response including: yes/no, check, rating and ranking scales, and an open-ended response.

This questionnaire is provided only as an example. It will be necessary for schools to develop their own survey forms based on the information needed and the expertise available for their development and analysis.

In conducting the survey, it is not necessary to survey all parents and community residents to get reliable results. A sample is generally sufficient. As a rule of thumb, approximately 30 percent of the target population will yield an acceptable, representative sample.

SAMPLE SURVEY

SURVEY OF OPINIONS, EXPECTATIONS, AND CONCERNS OF PARENTS AND COMMUNITY RESIDENTS

The Local School Council is taking a survey to assess opinions and expectations of parents and community residents about this school.

BACKGROUND INFORMATION

1. Do you have children enrolled in this school?

☐ Yes ☐ No

If yes, in which grades: *(Check all that apply)*

☐ PreK ☐ K ☐ 1st ☐ 2nd
☐ 3rd ☐ 4th ☐ 5th ☐ 6th
☐ 7th ☐ 8th ☐ 9th ☐ 10th
☐ 11th ☐ 12th
☐ Other—please give age(s):

2. What is your racial/ethnic background?

☐ Black Non-Hispanic
☐ American Indian
☐ Hispanic
☐ Asian/Pacific Inlander
☐ White Non-Hispanic

3. What is your home language?

☐ English
☐ Spanish
☐ Other: _____

OPINIONS

4. We have various programs of instruction in our school. Tell us how well we are doing in teaching the following:
(Check one for each subject)

Subject	Excellent	Good	Fair	Poor	Don't Know
Reading	☐	☐	☐	☐	☐
Mathematics	☐	☐	☐	☐	☐
Science	☐	☐	☐	☐	☐
Social Studies/History	☐	☐	☐	☐	☐
Dual Language (Bilingual Education)	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐

For the programs rated as fair or poor, please let us know at the end of this survey what is needed to improve them.

5. Indicate if you feel that the following areas should increase, stay the same, or decrease.

Area	Increase	Stay Same	Decrease
Amount of homework	☐	☐	☐
Difficulty of homework	☐	☐	☐
Sports, recreation, physical activity	☐	☐	☐
Arts and crafts projects	☐	☐	☐
Pace of instruction	☐	☐	☐
Number of classroom groupings	☐	☐	☐
Tracking of students by ability level	☐	☐	☐
Length of class periods	☐	☐	☐
Length of school day	☐	☐	☐
Length of lunch period	☐	☐	☐
Number of teacher preparation periods	☐	☐	☐
Number of fine arts programs	☐	☐	☐
Other	☐	☐	☐
Other	☐	☐	☐

6. I feel comfortable visiting my child's school.

☐ Yes ☐ No

7. This school encourages my child to learn.

☐ Yes ☐ No

8. I feel comfortable visiting my child's classroom.

☐ Yes ☐ No

9. My child's teacher thinks my child can learn.

☐ Yes ☐ No

10. My child's teacher makes sure my child understands the lesson.

☐ Yes ☐ No

11. Indicate the adequacy of the educational materials and learning environment.

Educational Materials	Not Adequate	Adequate
Latest textbooks	☐	☐
Amount of classroom supplies	☐	☐
Quality of instructional equipment	☐	☐
Cleanliness of interior	☐	☐
Cleanliness of exterior	☐	☐
Learning atmosphere in classes	☐	☐
School rules and enforcement	☐	☐
Communication to the homes	☐	☐
Other _____	☐	☐
Other _____	☐	☐

12. Educational materials used in this school are: *(Check all that apply)*

☐ Old
☐ New
☐ In good condition
☐ Contain the most recent facts
☐ Within my child's ability to read
☐ I am not sure about the quality/condition of the materials.

13. Educational equipment used in this school is: *(Check all that apply)*

☐ Old
☐ New
☐ In good condition
☐ Easily handled by my child
☐ I am not sure about the quality/condition of the educational equipment

14. This school building needs to be:
(Check all that apply)

- ☐ Repaired (washrooms, windows, etc)
- ☐ Remodeled
- ☐ Expanded to eliminate overcrowding
- ☐ Torn down and rebuilt
- ☐ Left as it is

15. Please rank the following items, from 1-3, to show when the school should work on them in its School Improvement Plan. The number 1 indicates work on the item in the first year, 2 the second year, and 3 the third year. If not a priority in your mind, mark 0.

___ Hall monitors
___ Security guard
___ Social worker
___ Truant program
___ Tutors
___ Intramural sports
___ Chorus
___ Orchestra or band
___ Sign language class
___ Foreign languages
___ Typing instruction
___ Field trips
___ Other, please list:_____

___ Gifted program
___ Program for four-year-olds
___ Smaller class size
___ Special education counselor
___ Teacher aides
___ Science equipment
___ Computers and instructional software
___ Classroom TV cable programs
___ Prevocational courses

EXPECTATIONS

16. Do you expect instructional efforts to be increased in any of the following topics?

Yes	No	Topic	Yes	No	Topic
☐	☐	Racial acceptance	☐	☐	Career interests
☐	☐	Giftedness	☐	☐	Instrumental music
☐	☐	Morality	☐	☐	Art
☐	☐	Physical development	☐	☐	Vocal music
☐	☐	Health	☐	☐	Citizenship
☐	☐	Consumerism	☐	☐	History of Chicago
☐	☐	Disease prevention	☐	☐	History of Illinois
☐	☐	Pregnancy prevention	☐	☐	Multicultural studies
☐	☐	Drug use prevention	☐	☐	Speaking
☐	☐	Sex education	☐	☐	Writing
☐	☐	Computer education	☐	☐	Spelling
☐	☐	Vocational education	☐	☐	Computation
☐	☐	Physical skills	☐	☐	Scientific reasoning
☐	☐	Motivation	☐	☐	Social skills
☐	☐	Self-esteem	☐	☐	Journalism

CONCERNS

17. Check the items below that are your concerns:

Instruction
- ☐ I don't like how teachers teach.
- ☐ I don't like my child's teachers.
- ☐ I don't know how to help my child.

Communication
- ☐ I don't know how my child is doing.
- ☐ I don't know when meetings are held.
- ☐ I don't receive information from the school on student progress.
- ☐ I don't know who to contact at the school.

Safety
- ☐ My child gets picked on at the school.
- ☐ My child gets picked on, on the way to the school.
- ☐ The streets next to the school are dangerous.
- ☐ There are illicit drugs available near the school.
- ☐ The school is in disputed gang turfs.

Involvement
- ☐ I do not receive notices of meetings.
- ☐ The meeting schedule is unclear.
- ☐ The meetings are at times when I am working.
- ☐ I feel uncomfortable attending meetings.
- ☐ The teachers don't encourage me.

Discipline
- ☐ The school personnel are too lenient with students.
- ☐ The school personnel are too strict with my child.
- ☐ The rules are enforced on only some students, not others.
- ☐ The rules are unclear, unknown.

Other
- ☐ _____
- ☐ _____

On the following page, please state any other opinions, expectations, or concerns that you want to add to what was already covered.

ANNUAL TARGETS FOR STUDENT PERFORMANCE OBJECTIVES

Public Act 85-1418 mandates the specific annual objectives to be set by schools for student performance. The law specifies the baseline to be used and requires that progress must be shown each year.

In reading and other subject areas, 50 percent or more of the students in each school must be at or above national norms by the end of the 1993–94 school year. For attendance rate, a systemwide increase of one percent per year is mandated; for retention rate, a two percent decrease per year systemwide; and for high school graduation rate, at least a five percent increase per year for each school.

The procedure for setting annual targets to reach these objectives relies on progressively advancing beyond the baseline value. If the baseline is lower than the objective that is set in the reform law, then the gap between the two must be closed in annual increments in order to reach the objective. If the baseline is higher than the objective, then it is suggested that the schools set annual targets that challenge them to reach even higher levels of performance.

Four work sheets and related tables are provided to assist schools in selecting annual performance targets. They deal with the following:

- Reading
- Attendance Rate
- Graduation Rate
- Retention Rate

The work sheet and the table for reading also apply to writing, mathematics, science, and higher order thinking.

The tables contain suggested targets. Schools may choose to set different annual targets if they so wish.

WORKSHEET:
READING, WRITING, MATHEMATICS, SCIENCE, AND HIGHER ORDER THINKING.

Public Act 85-1418 requires that each school set annual objectives that take it from its current status to the goal of 50 percent or more of its students reading at or above national norms by the end of the 1993-94 school year.

FIRST OBTAIN THE FOLLOWING INFORMATION FOR YOUR SCHOOL:

Percentage of students at or above national norms in reading in the 1989-90 school year: _____ %

Then refer to the table on page 65 for suggested annual targets.

School Year	Annual Target
1990-91	_____
1991-92	_____
1992-93	_____
1993-94	50.0%

ANNUAL TARGETS FOR SUBJECT AREAS

READING, WRITING, MATHEMATICS, SCIENCE, AND HIGHER ORDER THINKING

First locate the base percent value, then read target values for the subsequent years to the right.

Base % 89–90	90–91	91–92	92–93	93–94
2	14	26	38	50
3	15	27	39	50
4	16	27	39	50
5	16	27	39	50
6	17	28	39	50
7	18	29	40	50
8	19	29	40	50
9	20	30	40	50
10	20	30	40	50
11	20	30	40	50
12	21	31	40	50
13	22	31	40	50
14	23	32	41	50
15	24	33	41	50
16	24	33	41	50
17	25	33	42	50
18	26	34	42	50
19	27	34	42	50
20	28	35	43	50
21	28	35	43	50
22	29	36	43	50
23	30	37	44	50
24	30	37	44	50
25	31	38	44	50
26	32	38	44	50
27	33	39	45	50
28	33	39	45	50
29	34	40	45	50
30	35	40	45	50
31	36	41	45	50
32	37	41	46	51
33	38	42	46	51
34	38	43	47	51
35	39	43	47	52
36	40	44	48	52
37	40	44	48	52
38	41	45	49	53
39	42	46	50	53
40	43	46	50	53
41	44	47	51	54
42	45	48	51	54
43	46	49	51	54
44	47	50	53	55
45	48	51	54	55
46	49	52	54	56
47	50	52	54	56
48	50	52	55	57
49	51	53	55	57

Base % 89–90	90–91	91–92	92–93	93–94
50	52	54	56	58
51	53	55	56	58
52	54	56	57	59
53	55	56	57	59
54	56	57	58	60
55	57	58	59	61
56	58	59	60	62
57	58	60	61	63
58	60	62	63	64
59	61	63	64	66
60	62	64	65	67
61	63	65	66	68
62	64	66	68	70
63	65	67	69	71
64	66	68	70	72
65	67	69	71	73
66	68	70	72	74
67	69	71	73	75
68	70	72	74	76
69	71	73	75	77
70	72	74	76	78
71	73	75	77	79
72	74	76	78	80
73	75	77	79	81
74	76	78	80	82
75	77	79	81	83
76	78	80	82	84
77	79	81	83	85
78	80	82	84	85
79	81	83	85	86
80	81	83	85	86
81	82	84	86	87
82	83	85	86	87
83	85	86	87	88
84	85	87	88	89
85	86	87	88	89
86	87	88	89	90
87	88	88	89	90
88	88	89	90	90
89	89	90	90	91
90	90	91	91	92
91	91	92	92	93
92	93	93	94	94
93	94	94	95	95
94	94	95	95	96
95	95	96	96	96

WORKSHEET: ATTENDANCE RATE

Public Act 85-1418 mandates that the system increase its attendance rate by one percent or more over the rate of the immediately preceding school year.

FIRST OBTAIN THE FOLLOWING INFORMATION FOR YOUR SCHOOL:

Attendance rate for the 1989-90 school year (expressed as a percentage): _____%

Then refer to the table on page 67 for suggested annual targets.

School Year	Annual Target
1990-91	_____
1991-92	_____
1992-93	_____
1993-94	_____

ANNUAL TARGETS FOR ATTENDANCE RATE

First locate the base percent that is closest to the attendance rate at your school for the 1989-90 school year; then find the target values for the subsequent years to the right.

1989–1990 Base %	1990–1991 Target	1991–1992 Target	1992–1993 Target	1993–1994 Target
60	67	71	77	82
61	67	72	77	82
62	68	73	78	83
63	68	73	78	83
64	69	74	79	83
65	70	75	80	83
66	71	76	81	84
67	72	77	82	84
68	73	78	83	85
69	73	78	83	86
70	74	78	83	86
71	75	79	83	86
72	76	80	84	87
73	77	81	84	87
74	78	82	85	88
75	79	83	85	88
76	80	83	85	88
77	81	84	86	88
78	81	84	87	89
79	82	85	87	89
80	83	85	87	89
81	84	86	88	90
82	85	87	89	90
83	85	87	89	90
84	86	88	90	91
85	87	88	90	91
86	88	89	90	91
87	88	90	91	92
88	89	90	91	92
89	90	91	92	93
90	91	92	93	93
91	92	93	93	94
92	93	93	94	94
93	93	94	94	95
94	94	94	95	95
95	95	95	95	95

WORKSHEET:
HIGH SCHOOL GRADUATION RATE

Public Act 85-1418 mandates that students graduate from high schools at such rates that the system average equals or surpasses the national norm and that the graduation rate in each high school exceeds by at least five percent the rate of the immediately preceding school year.

First obtain the following information for your school:

Graduation Rate for the 1989–90 school year (expressed as a percentage): _____%

Then refer to the table on page 69 for suggested annual targets.

School Year	Annual Target
1990-91	_____
1991-92	_____
1992-93	_____
1993-94	_____

ANNUAL TARGETS FOR GRADUATION RATE

First locate the base percent that is closest to the graduation rate at your school for the 1989–90 school year; then find the target values for the subsequent years to the right.

1989–1990 Base %	1990–91 Target	1991–1992 Target	1992–1993 Target	1993–1994 Target
16	23	31	40	50
18	25	33	42	51
20	27	34	43	52
22	29	36	44	53
24	31	38	45	54
26	33	40	47	56
28	35	42	49	57
30	37	44	51	58
32	39	46	53	60
34	41	48	55	62
36	43	50	57	64
38	45	52	59	66
40	47	53	60	67
42	49	55	62	68
44	50	56	63	69
46	52	58	64	70
48	53	59	65	71
50	55	60	66	72
52	57	62	67	73
54	59	63	68	74
56	60	64	70	75
58	62	66	71	76
60	64	68	72	77
62	66	69	74	78
64	68	72	76	79
66	70	74	77	81
68	71	75	79	82
70	73	77	81	84
72	75	79	83	86
74	77	80	84	87
76	79	82	85	88
78	81	84	87	89
80	83	86	88	90
82	85	87	89	91
84	86	88	90	92
86	88	89	91	93
88	90	91	92	94
90	91	92	93	94

WORKSHEET: RETENTION RATE

Public Act 85-1418 mandates that the retention rate in the system should decline so that at least 10 percent fewer students are retained by 1993–94 than were retained in 1987–88. This requires a reduction of two percent a year over the five-year period.

FIRST OBTAIN THE FOLLOWING INFORMATION FOR YOUR SCHOOL:

Retention Rate for the 1987-88 school year: _____

Then calculate the annual targets using the following procedure:

School Year	*Calculation of School Targets:		Annual Target
1989–90	_____ x (.98)	=	_____
1990–91	_____ x (.96)	=	_____
1991–92	_____ x (.94)	=	_____
1992–93	_____ x (.92)	=	_____
1993–94	_____ x (.90)	=	_____

* Insert the retention rate for 1987-88 in the blanks and multiply as shown. If the school has a retention rate that is already below the citywide average, then targets should be set which challenge the school to maintain the low rate or strive for an even lower rate.

POTENTIAL SCHOOL IMPROVEMENT STRATEGIES

The strategies listed on the following pages are presented only as starting points. There are many others that could be listed. School improvement planners should not feel limited in what can or should be done to improve student performance. Councils and school staff are encouraged to think imaginatively about new ways of organizing their schools. They can experiment with dramatically new instructional arrangements and devise innovative uses of staff and resources that respond to critical needs.

STUDENT PERFORMANCE

STUDENT ATTENDANCE

Request parents call school each morning to report absences.

Purchase equipment that automatically telephones parents of absent or tardy students if absence or tardiness has not been reported by the parent.

Inform parents and students of attendance procedures and requirements.

Require teachers to periodically make a certain minimal number of contacts to parents.

Have teachers and staff model habits of regular attendance.

Assign students to interest clubs as a way of generating involvement where none exists.

Provide inservice training to teachers on more effective use of the truant officer.

Provide guidance and counseling for students with attendance problems or other problems which might lead to attendance problem.

Provide health and fitness instruction and activities.

Sponsor slogan contest to encourage good attendance.

Establish an incentive program to reward good attendance.

GRADUATION/ DROPOUT RATE

Offer courses that have been proven effective in developing employment skills.

Provide job-finding assistance that builds upon success in the coursework.

Value the different career paths with enthusiastic support regardless of the presumed status of each.

Hire graduates of the school, and publish statistics regarding their success rate upon graduation.

Develop contact people at local institutions who will help motivate the students to pursue educational goals and employment opportunities.

Formulate "adopt a student" program to utilize teachers, parents, and community volunteers.

POTENTIAL SCHOOL IMPROVEMENT STRATEGIES *(continued)*

Involve high school students as speakers in elementary schools regarding needs for high school success.

Include strategies for developing self-esteem in instructional plans.

RETENTION RATE

Screen students for learning problems, physical handicaps, and other disabilities so that proper services or accommodations can be made.

Provide early intervention strategies for students needing additional instruction support.

Give students a choice of teachers or texts so that they can maximize their chances for success.

Identify at-risk students as early as possible and establish a remediation plan in consultation with parents.

Provide extra instructional assistance for at-risk students.

Provide test-taking skills development and test preparation guidance for students.

Provide appropriate counseling support services for at-risk students.

EDUCATIONAL PROGRAM

READING

Reorganize teachers' class assignments, placing the best teachers in grades that show least improvement.

Develop a tutorial program run by volunteers.

Use daily homework to reinforce the skills and concepts taught in class.

Purchase many well-chosen age-appropriate stories for the school library.

Reduce class size so teachers can give more individualized instruction.

Teach students to adjust their reading rate to suit the purpose at hand.

Emphasize parent involvement in stimulating students' reading.

Set a goal for kindergarten and primary parents to read aloud to their children a specific number of days each week.

Develop performance contracts with students which require reading a specific number of books per month.

Organize a read-in, to emphasize the importance of reading, sponsored by parents, staff, and community.

Motivate students to read using the "Book Worm." Pupils add segments to the worm to make it grow around the building. (Segments list name of pupil and book read.)

Provide an all school reading period when all students will read for pleasure.

Include multicultural and multi-ethnic materials in the reading program.

Organize and integrate material from content areas.

Ensure that appropriate instruction is provided for limited-English-proficient students.

WRITING

Teach writing as a multistep process: prewriting, drafting, revising, editing, and proofreading.

Assign rotating groups of school "journalists" who file reports on school events.

Collect the best writing from each class and publish it in the school newspaper.

Pair good and poor writers to jointly work on advertising copy.

Use word processors to enhance writing skills.

Maintain journals and writing folders to document children's work.

Participate in special projects such as Academic Olympics Essay Contest, Young Authors Competition, and letter-writing and pen-pal exchange.

Sponsor a student newspaper.

Research and write about various cultures and other countries.

MATHEMATICS

Use manipulatives (hands-on math materials) to introduce new mathematics concepts.

Maintain a stockpile of math manipulatives to make learning more concrete.

Make mathematics a part of an interdisciplinary approach to instruction.

Use calculators as an integral part of mathematics instruction.

Work with real-world problems and data sets.

Encourage more interaction among students about mathematic processes.

Have local school resource teachers or outside consultants present creative inservices in the areas of learning where assessment results have identified critical deficiencies in the teaching and learning process.

Encourage teachers to take advantage of local, regional, and national mathematical organizations as a means of professional growth.

Use schoolwide mathematics projects, such as Metric's Week, Graph Day, and Geometry Month to highlight the importance of mathematics and to encourage communication and discussion of mathematical ideas across grades and ages of students.

Provide an accelerated mathematics program for advanced or gifted students.

Organize a mathematics club.

Design and implement an ongoing staff development program that helps to keep teachers aware of the latest developments in mathematics education and provides for the upgrading and updating of mathematics contents knowledge and teaching skills.

SCIENCE

Put concrete topics early in the developmental sequence and move gradually and iteratively to more abstract ideas in later grades.

Use scientific reasoning throughout the curriculum.

Link classroom science to educational TV specials and series.

Accept oral, visual, or numeric reasoning rather than relying only on written formats.

Encourage data collection and experimentation as a process among staff and students.

Expand the scientific and technological resources of the library.

Plan the curriculum around many projects that use commonly available and inexpensive supplies.

Establish a science/horticulture club to maintain and study plants located throughout the building and on school grounds.

POTENTIAL SCHOOL IMPROVEMENT STRATEGIES *(continued)*

SOCIAL STUDIES

Supplement textbooks with a range of diverse resources — such as films, tapes, records, computers, hands-on materials, maps, globes, simulations, primary source documents, newspapers, and journals.

Provide learning activities so that the student is directly and actively involved in the learning process.

Divide class time between whole-class instruction, small-group work, and individual work.

Encourage maximum participation in local, regional, and citywide history fair competitions and prejudice reduction conferences.

Integrate the social sciences with the fine arts, physical sciences, and literature as much as possible.

Utilize critical reading, research, thinking, and problem-solving skills, as well as political and social participation skills.

Provide opportunities for students to attend political, economic, and social events to enhance learning experiences.

Stress the cultural, ethnic, and international assets of Chicago's diverse population.

HIGHER ORDER THINKING

Use learning tasks that involve critical thinking skills, e.g., proof-reading, trouble-shooting, budgeting, designing, decoding, mapping, sketching, etc.

Use learning games and have students analyze the processes involved in playing each game.

Encourage the reading of stories where a trail of evidence leads to a discovery or solution of a problem (scientific problem solving, evidence in crime cases, archaeological puzzles, battlefield strategies, astronomical theories, court judgments, math/geometry proofs, psychological principles, etc.)

Pose a current problem for the whole school to analyze, summarize, evaluate, and solve.

Provide training to staff on new procedures for teaching high-level thinking and for understanding concepts such as multiple intelligences, taxonomies of thinking, creativity, humor, left-right brain, automaticity, locus of control, etc.

Use computer software in areas of logic, problem solving, and reasoning skills.

Use manipulatives to enable students to transfer concrete ideas to abstract problem solving.

FINE ARTS PROGRAMS

Expand visual art instruction to include art history, criticism, and aesthetics as well as creating art.

Develop courses which sample the variety of artistic endeavors open to people.

Teach students how artistic principles apply in various media and subject areas.

Have rigorous fine arts courses as well as fun courses to reflect the multiple purposes and uses of art.

Plan field trips to maximize student exposure to a variety of fields of artistic expression.

Participate in various art and poster competitions.

Establish music theory as an organized component of the music program at all levels.

Plan an annual school arts fair.

Provide a culminating fine arts program where students show parents and friends their newly acquired talents.

Organize a school choir.

Visit a recording studio to enable students to view various aspects of recording music by musical artists, producers and technicians.

ATHLETIC PROGRAMS

Expand the interscholastic sports program.

Hold intramurals before school hours and after school hours.

Provide equipment and space for informally organized activities at recess and gym times.

Test the strength, agility, and balance of students on a regular basis and encourage them to set performance goals.

Use interschool competition at several levels and in various sports to boost school spirit.

Buy instructional videos to help students visualize complex athletic processes.

Employ a physical education teacher from 8:00 a.m. to 8:30 a.m. to provide sport skills instruction and intramural competition before school.

Sponsor a "Field Day" centered on individual athletic skill events.

EDUCATIONAL SERVICES FOR FOUR-YEAR-OLDS

Review various curricular plans and materials appropriate to this age group.

Purchase or adapt equipment and instruction materials.

Provide inservice training to staff on developmental needs of four-year-olds.

Plan schedule to include toileting, snacktime, naptime (where appropriate), self-directed activity time, story time, etc.

Hire the aides and attendants that may be necessary.

Consider space needs, safety needs, and accessibility to outdoor play areas and restrooms.

Canvass parents to determine their preferences for curricular approach, schedule, and transportation, where appropriate.

REDUCTION IN CLASS SIZE TO STATE AVERAGES

Plan for changes in classroom practice to accompany the reduction in size (there are no benefits unless factors such as contact time, individualization, precision teaching, time-on-task, participation rate, etc., actually increase).

Combine reductions with collaborative groupings of students so that all classes have enough personal resources to learn productively.

Develop opportunities for interclass contacts on a regular basis so that a broadened social milieu still exists.

Inservice teachers on use of cooperative learning with smaller groups.

Charge Professional Personnel Advisory Committee with task of advising on optimum class sizes for each grade, type of course, and type of student.

POTENTIAL SCHOOL IMPROVEMENT STRATEGIES *(continued)*

PREPARATION FOR EMPLOYMENT

Determine common job-finding skills and include these in the curriculum.

Assess plans of the students regarding work and tailor learning modules to address those needs.

Use typical interest inventories and placement tests as training exercises.

Offer part-time employment in the school itself on a rotating schedule to those who "apply."

Have students run a hypothetical company which screens applicants and hires those who are qualified.

Enroll students in training courses run by businesses or institutions in the area.

COMMON LEARNING EXPERIENCE OF HIGH QUALITY

Encourage cooperative learning methods where students of various ability levels share knowledge and techniques in a common effort on a project.

Reward teachers who produce learning modules that work with a broad range of students.

Select textbooks which provide multiple modes of learning.

Pay tutors for attending the regular lesson so that they can then target their assistance very specifically.

Hire bilingual aides who can maximize the effectiveness of a monolingual teacher.

Provide enrichment experiences to make up for limitations caused by poverty in the home.

Plan field trip activities to cultural institutions.

STAFF

STAFF DEVELOPMENT

Encourage the school staff to upgrade their skills.

Allow staff committee to plan assemblies for the whole school or for several classes together.

Supply the library or teachers' lounge with educational journals.

Prepare a bulletin board which presents each staff member along with their areas of strength and expertise.

Consider complimentary memberships in professional groups as incentives for achieving certification/approval in bilingual or special education.

Have staff locate and review research on a topic and share their findings with local school council members.

Encourage the production of learning modules which can be shared with other teachers.

Sponsor a lane promotional credit course for staff at the school and/or at the school service center level.

TEACHER AUTHORITY AND DECISION MAKING

Form teams of teachers who will design the program for a class level or a subject area.

Budget sufficient funds for each teacher so they can enhance their classrooms and curricula.

Hire aides and have teachers decide their schedule and function.

PARENTS AND COMMUNITY

PARENTAL EDUCATION AND INVOLVEMENT

Encourage parents to limit the TV viewing of their children so more time is available for reading, homework, sports, hobbies, and culture.

Facilitate the membership of parents and families in museums, galleries, library clubs, and hobby groups.

Communicate research results to parents when these are pertinent to their attempts to work productively with their children.

Canvass the parents to determine what expertise they would be willing to share with students, with staff, and with other parents.

Get parents to develop a school homework policy and monitor it.

Offer meeting times in early morning, late afternoon, and evening time slots to reach a wider audience.

Develop learning packets that parents can use at home with their children.

COORDINATION OF EFFORTS WITH COMMUNITY AND BUSINESSES

Ask one business per month to prepare an instructive bulletin board that illuminates a process or strategy of the business world.

Have the personnel department at a local business actually rate the job applications of a classroom for adequacy and quality.

Form a committee that includes managers, personnel officers, etc. which reviews curriculum for a vocational preparedness course.

Invite the public relations manager to explain to a group the steps involved in the preparation of an advertising brochure.

POTENTIAL SCHOOL IMPROVEMENT STRATEGIES *(continued)*

SCHOOL CLIMATE

SCHOOL DISCIPLINE

Post school rules in hallways and classrooms.

Have student court handle certain categories of infractions.

Develop a positive point system for students who are observed doing good deeds.

Never use reading assignments, homework, or oral reports in a negative light; follow discipline code guidelines for proper forms of punishment.

Realize that the expression of exuberance and happiness should not necessarily be considered infractions in school.

Prioritize the message contained in the discipline code by assigning the stiffest consequences to acts of violence, bigotry, and racism; and to attacks on the system of rules.

SCHOOL SAFETY

Review lock-down procedures, visitor sign-in, school security, etc. with staff and students on a monthly schedule.

Discard flammable unused materials.

Repair and illuminate all stairwell areas.

Begin a school-safety committee run by students.

Invite a police spokesperson to present safety rules appropriate to the local situation.

SUPPORT SERVICES

FACILITY IMPROVEMENTS

Use low-cost wall and doorway structures to resize classroom space.

Improve handicapped access.

Improve the teachers' lounge to improve morale.

Install bulletin boards for students' use in traffic areas so that each class can carry on a visual dialogue with visitors.

Provide classrooms with lockable storage areas to secure books and supplies.

Identify and act on any backlog of maintenance tasks.

Investigate alternative strategies to relieve overcrowding: attendance area changes, increased participation in transfer programs, leased space, etc.

Identify potential uses for surplus space: reading rooms, computer rooms, parent meeting rooms, art room, music room, etc.

Bibliography

PLANNING

Firestone, W. A. "Using Reform: Conceptualizing District Initiative." Summer 1989, **Educational Evaluation and Policy Analysis,** 11, pp. 151-164.

Lewis, J. **Long-range and Short-range Planning for Educational Administrators.** 1983, Allyn and Bacon, Inc.: Boston.

Lump Sum Budgeting Workbook. 1991, Chicago Public Schools: Chicago, IL

Planning for Tomorrow's Schools: Problems and Solutions (Part of AASA Critical Issues Series).1983, American Association of School Administrators and Education News Service: Sacramento, CA (softcover, 80 pages).

Resource Guide for Comprehensive School Improvement and Planning. 1986, The Office of Comprehensive School Improvement and Planning, The New York City Board of Education: Brooklyn (softcover, 58 pages).

So, F. S. "Strategic Planning: Reinventing the Wheel?" 1984, **Planning, 50:** 16-21.

Steiner, G. A. **Strategic Planning: What Every Manager Must Know.** 1979, The Free Press: New York.

EFFECTIVE SCHOOLS

Lezotte, W. and Taylor, O., (Editors).**Case Studies in Effective Schools Research.** 1990, Kendall/Hunt Publishing Company: Dubuque, IA.

What Works:Research about Teaching and Learning. 1986, U. S. Dept. of Education: Washington D.C. (softcover, 65 pages).

Wittrock, M. C. (Editor). **Handbook of Research on Teaching** (Third Edition). 1986, American Educational Research Association, Macmillan: New York.

SCHOOL IMPROVEMENT STRATEGIES

Best Practice: Teaching and Learning in Chicago. Fall 1989, published by the Chicago Project on Learning and Teaching (contact persons are Arthur Hyde of National College of Education and Steven Zemelman of Roosevelt University) and printed by the Joyce Foundation (newsprint booklet, 16 pages).

Deal, E. and Peterson, D. 1990. **The Principal's Role in Shaping School Cultures.** U. S. Department of Education, Washington D.C.

Kids First: Leadership Guide for School Reform. 1989, Chicago School Reform Training Task Force and R. H. Donnelley and Sons Co.: Chicago (softcover, 85 pages).

Lieberman, A. (Editor). **Rethinking School Improvement.** 1986, Teachers College Press: New York (softcover, 227 pages).

Local School Councils Ideas and Successes (Local School Council Awards Program). 1990, Illinois Bell, The Ameritech Foundation and The Chicago Public Schools Alumni Association: Chicago, IL

Loucks-Horsley, S. and Hergret, L. **An Action Guide to School Improvement.** 1985, Association for Supervision and Curriculum Development and The Network, Inc.: Alexandria, VA (softcover, 82 pages).

Louis, K. S. and Miles, M. B. **Improving Urban High Schools: What Works and Why.** 1990, Teachers College Press: New York.

Mace-Matluck, B. J. **Research-Based Strategies for Bringing about Successful School Improvement.** 1986, Southwest Educational Development Laboratory: Austin, TX (softcover, 106 pages).

Resnick, L. B. and Klopfer, L. E. (Editors). **Toward the Thinking Curriculum: Current Cognitive Research.** 1989,Association for Supervision and Curriculum Development: Alexandria, VA (softcover, 221 pages).

Rothkopf, E. Z. (Editor). **Review of Research in Education.** 1988-89, 15, American Educational Research Association: Washington D. C. (annual hardcover series).

School Dropouts: Patterns and Policies. 1986, Teachers College Record, 87, Columbia University: New York (theme issue of an education journal).

Smith, W. F. and Andrews, R. L. **Instructional Leadership: How Principals Make a Difference.** 1989, Association for Supervision and Curriculum Development: Alexandria, VA (softcover, 156 pages)

The School Improvement Plans of 1990 — What the Schools Will Do. December 1990, Chicago Public Schools: Chicago, IL (Report)

The Superintendent's Can-Do Guide to School Improvement.1984, Council for Educational Development and Research: Washington D. C. (softcover, 113 pages).

SCHOOL-BASED MANAGEMENT

Boyan, N. J. (Editor). **Handbook of Research on Educational Administration.** 1988, American Educational Research Association and Longman, Inc.: White Plains, New York.

School-Based Management. September and October 1989, **NASSP Bulletin, 73,** National Association of Secondary School Principals. (theme articles).

NOTES

NOTES

Evaluation Form

This guide will be revised based on how useful it is and on changes that may occur that affect its content. We invite you to use this form to let us know what changes you would like to see in this planning guide.

EVALUATION OF CONTENT:

EVALUATION OF FORMAT:

SUGGESTIONS FOR IMPROVEMENT:

(Optional)

Name _____

Address _____

Telephone of Respondent _____

PLEASE RETURN YOUR EVALUATION AND SUGGESTIONS TO:

Maxey Bacchus, Director
Department of Research, Evaluation and Planning
Chicago Public Schools
1819 West Pershing Road, 4W(n)
Chicago, IL 60609